

**IMPROVING THE SELF-CONFIDENCE IN SPEAKING PRACTICE BY
USING ROLE-PLAY TECHNIQUE FOR THE EIGHT GRADE
STUDENTS OF SMP MUHAMMADYAH 3 YOGYAKARTA**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Education**



By:

Anna Kurniawati

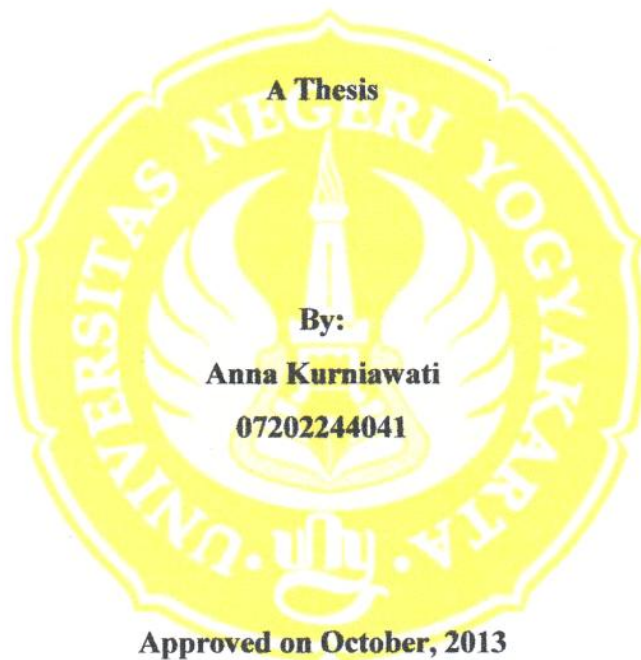
07202244041

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

APPROVAL

**IMPROVING THE SELF-CONFIDENCE IN SPEAKING PRACTICE BY
USING ROLE-PLAY TECHNIQUE FOR THE EIGHT GRADE
STUDENTS OF SMP MUHAMMADYAH 3 YOGYAKARTA**



Consultant,

Dra. Nury Supriyanti, M.A.

NIP. 19570829 198812 2 001

RATIFICATION

IMPROVING THE STUDENTS' SELF-CONFIDENCE IN SPEAKING PRACTICE BY USING ROLE-PLAY TECHNIQUE FOR THE EIGHT GRADE STUDENTS OF SMP MUHAMMADYAH 3 YOGYAKARTA

A Thesis

By:


Anna Kurniawati

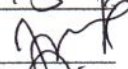
07202244041


Accepted by the Board of Examiners of English Education Department,
Faculty of Languages and Arts, State University of Yogyakarta in October 29th, 2013 and
declared to have fulfilled the requirements to attain *Sarjana Pendidikan* Degree in
English Language Education


Board of Examiners

Chairperson : RA. Rahmi D Andayani, M.Pd.
Secretary : Siti Sudartini, S.Pd., M.A.
First Examiner : Dra. Jamilah, M.A.
Second Examiner : Dra. Nury Supriyanti, M.A.

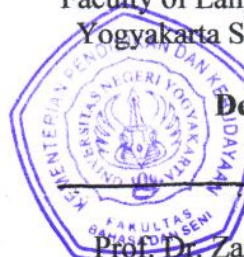








Yogyakarta, October 29th, 2013
Faculty of Languages and Arts
Yogyakarta State University



Dean,


Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Anna Kurniawati

NIM : 07202244041

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Karya Ilmiah : *Improving the Self-Confidence in Speaking Practice by Using Role-Play Technique for the Eight Grade Students of SMP Muhammadiyah 3 Yogyakarta.*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 11 oktober 2013

Penulis,



Anna Kurniawati

DEDICATIONS

This thesis is fully dedicated to:

*My beloved parents
(Alm) Mr. Jemingin and Mrs. Supartiyah,*

*My brother
Arif Wahyu Hidayat*

MOTTOS

Innaailla rabbinaa munqalibuun

It is only to Allah where we return.

(Qs. Al-A'raf: 125)

"Allah burdens not a person beyond his scope."

(QS. An Baqarah : 286)

Percayalah pada kemampuan yang diberikan Allah SWT kepada kita, berjuanglah untuk orang-orang yang mengasihimu dan menantikan keberhasilanmu.

Action will remove the doubts that theory cannot solve.

(My self)

ACKNOWLEDGEMENTS

Alhamdulillahirobil'alamin, all praise is to Allah SWT, the Almighty, the Merciful, and the owner of the universe who has blessed me with so many beautiful things in my life and empowered me to finish this thesis.

This thesis would not possible without the guidance and the help of several individuals who in one way or another has contributed and extended their valuable assistance in the preparation and completion of this study.

First of all, I would like to record the debt of gratitude, which is owed to my first supervisor Dra. Nury Supriyanti, M.A. for her tireless assistance and guidance during the fulfilment of this thesis. Without her precious help and advice, this thesis would not have come into being.

I would like to offer my sincerest gratitude to my second consultant, Dwiyani Pratiwi, M.Hum for the support, encouragement, guidance, help and correction in the accomplishment of this thesis.

I also greatly express my true gratitude to the big family of SMP Muhammadiyah 3 Yogyakarta, particularly Th. Sri Lestari, S.Pd for their support and encouragement. I thank to the students of VIII A who have voluntarily assisted me and been involved in the research.

My deepest gratitude goes to my beloved parents, (alm) Mr. Jemingin and Mrs. Supartiyah for their love, endless prayers, patience and motivation (I am sorry for waiting so long time to finish my thesis). Thanks to my lovely brother Arif Wahyu Hidayat (adek ndud) for his love, prayers and supports.

I also thank one of the most beautiful parts of my life Achmad Khoirul Anam for his timeless love, patience support and motivation. I also thank my cousin for you time and support. I thank all my best friends Tiwi, Novi, Nisa and the members of "Kos Srikandi". I thank all my friends in PBI I '07 for their friendship, kindness, their support and our unforgettable moments. Last but not least, I would like to thank those who have contributed a lot to my life but whose names cannot be mentioned one by one.

Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the speaking teaching and learning process at junior high schools in particular.

Yogyakarta, 29 Oktober 2013

Anna Kurniawati

TABLE OF CONTENTS

TITLE.....	i
APPROVAL.....	ii
RATIFICATION SHEET	iii
DECLARATIONS	iv
MOTTO	v
DEDICATIONS.....	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	ix
LIST OF APPENDICES.....	xii
LIST OF TABLES	xiii
ABSTRACT.....	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem	4
D. Formulation of the Problem	4
E. Objectives of the Research	4
F. Significance of the Research.....	5
CHAPTER II LITERATURE REVIEW.....	6
A. Literature Review.....	6
1. The Nature of Speaking	6
2. Speaking ability.....	7
3. Aspect of Speaking Skills.....	10
4. Problems in Speaking Skills.....	13
5. Teaching and Learning Speaking.....	14
a. Teaching Speaking in English as Foreign Language.....	14
b. Roles of the Teachers in Speaking Activities.....	19
c. Principle of Teaching Speaking.....	20

d. Criteria for Speaking tasks.....	24
e. Assessing Speaking.....	26
f. Classroom Speaking Activities.....	28
g. Teaching English in Junior High School.....	30
6. Self-Confidence.....	31
7. Role Play Technique.....	36
a. Definition of Role Play.....	34
b. Significances of Role Play in the Teaching of Speaking	36
c. Types of Role Play.....	39
d. The Reason for Implementing Role Play Technique for Teaching process.....	42
C. Conceptual Framework.....	44
CHAPTER III RESEARCH METHOD	47
A. Type of the Research.....	47
B. Setting of the Research.....	47
C. Subject of the Research	48
D. Data Collection.....	48
1. Techniques of Data Collection.....	48
2. Techniques of Data Analysis.....	49
E. Validity and Reliability of the research.....	50
H. Procedure of the Research.....	53
1. Reconnaissance.....	53
2. Planning.....	53
3. Action and Observation.....	54
4. Reflection.....	54
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	55
A. Reconnaissance.....	55
B. Report of Cycle 1.....	60
1. Planning of Cycle 1	60
2. Actions and Observations of Cycle 1	62
3. Reflections of Cycle 1	72

C. Report of Cycle 2.....	78
1. Planning of Cycle 2.....	79
2. Actions and Observations of Cycle 2.....	81
3. Reflections of Cycle 2.....	87
D. General Findings and Discussions	92
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS.....	95
A. Conclusions	95
B. Implications	96
C. Suggestions.....	97
REFERENCES.....	99
APPENDICES.....	89

List of Appendices

Appendix A: Course Grid	89
Appendix B: Lesson Plans	94
Appendix C: Field Notes	140
Appendix D: Interview Transcripts	145
Appendix E: Photographs	151
Appendix F: Permit Letters	163

List of Table

Table 1: The Data Collection Techniques and Research Instruments.....	27
Table 2: Field problems found in English teaching and learning process of the third grade students of SMP Muhammadiyah 3 Yogyakarta.....	37
Table 3: Field problems found in English teaching and learning process of the third grade students of SMP Muhammadiyah 3 Yogyakarta needed to be solved soon.....	52
Table 4: Field problems which were feasible to be solved and the possible causes.....	53

IMPROVING THE SELF-CONFIDENCE IN SPEAKING PRACTICE BY USING ROLE-PLAY TECHNIQUE FOR THE EIGHT GRADE STUDENTS OF SMP MUHAMMADYAH 3 YOGYAKARTA

By: Anna Kurniawati
NIM. 07202244041

ABSTRACT

The study was aimed to improve the self confidence in speaking practice by using role play techniques for the eight grade students of SMP Muhammadiyah 3 Yogyakarta. It tried to find the actual problems in the field and then solve them collaboratively.

This study was action research. The subjects of the research were the eight grade students of SMP Muhammadiyah 3 Yogyakarta. This action was qualitative research which was carried out in two cycles. The researcher collaborated with the English teacher and the students in implementing the actions. The steps to solve the problems were reconnaissance, planning, observing and action, and reflect some actions. The research instruments for collecting data were observation sheets, interview guidelines and a camera. The data collection techniques were observing the English teaching and learning process in the classroom, interviewing the English teacher and the students and taking documentation during the English teaching and learning processes which were in the form of field notes, interview transcripts and pictures. The data were analyzed in 3 stages: reducing the data, displaying the data and drawing conclusions.

The results of the study showed that there were some improvements in the students' self-confidence. Related to the teaching-learning process of speaking, it was shown that role play techniques like guided role play and the use of some role cards, cue cards, colorful pictures and other accompanying actions (teaching the students' pronunciation, asking the students to practice role play, asking the students to perform in front of the class, and giving feedback) gave the students a lot of opportunities to be more active. In Cycle I, there were some unsuccessful actions. Meanwhile, in Cycle II, the implementation of role play techniques was successful in improving the students' self-confidence in speaking practice.

CHAPTER I

INTRODUCTION

A. Background of the study

English is one of the languages that are used widely in the world. People use it to communicate with other people from many parts of the world. English becomes a compulsory subject in Junior High School. One of the objectives of this policy is enabling the students to access knowledge through English.

Based on the content standard of teaching English which is issued by *Badan Standar Nasional Pendidikan* (BSNP), English teaching in Indonesia is aimed to help the students to achieve communicative competence (BNSP, 2006). By having communicative competence, the Indonesian students have to be able to communicate using English with other people.

The English teaching is intended to develop students' communicative competence which emphasizes listening, writing, reading, and speaking skills. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The use of English for speaking is not a simple process at all because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Brown (2001: 270) states that there are some features that make speaking a difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction. Besides the students' lack of

vocabulary, their less confidence to speak and judgment of English as a difficult subject make speaking as the difficult language skill.

In the learning of speaking, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of lack motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation.

The problems mentioned above are also found at SMP Muhammadiyah 3 Yogyakarta. Based on the observations in the teaching-learning process, the students were able to write, read and listen. However, when the teacher asked them to speak, they preferred to keep silent. In addition, when the teacher asked them to practice or perform speaking activity in front of the class, they refused to do it. There were only some students who actively involved during the English lesson. There was not motivation to talk a lot.

Furthermore, based on the interviews with the English teacher and the students in the school, the students still had a lot of weaknesses in speaking competence. First, they are not confident to speak English in front of the class because lack of students' self confidence to speak English. Second, they still felt afraid of making mistakes when they wanted to produce English orally that make them reluctant to speak English. Third, they had difficulties in pronunciation. Fourth, the students lack of vocabulary.

Based on the facts above, role-play can be used to improve the students' self confidence in speaking practice. According to Ladousse (1987: 6-7), role play can be used to encourage oral skill and trained the students for specific situations to interact with other people. The activity is enjoyable which helps many shy students by providing them with a mask. Some reticent members of a group may have deal to participate in the conversation class and other activities based on the situation. The teacher can give sufficient opportunities to the students to practice speaking in the classroom.

B. Identification of the problems

Based on the observations of SMP Muhammadiyah 3 Yogyakarta and the interviews with the English teacher and the students, the researcher obtained some problems in the speaking and classified them into several groups based on some factors.

1. The students seemed lack of self confidence and felt shy when the teacher asked them to speak English in front of the class.
2. The students lacked vocabulary.
3. The students were poor of pronunciation.
4. The students looked passive during the English teaching and learning process. They were also reluctant to bring a dictionary.
5. The students did not involve themselves actively in the class activities. They did not want to speak up when the teacher asked them to ask any difficulties. They were confused to make a question because they were afraid.

6. The students had low motivation in learning English, especially in speaking activity.
7. The atmosphere of the class did not support the teaching and learning process. It made students easily got bored. Therefore, some students often made noise in the class.

C. Limitation of the problems

It is necessary that the researcher puts attention on certain aspects in this research study. Thus, she focused on the problems and attained the research objective accurately. Based on the urgency of the problems in the teaching and learning process, the present study limits the scope of the research to matters related to the media in the teaching and learning speaking process, the technique used in the teaching and learning speaking process, students' motivation, students' self confidence, classroom management, students' interaction during the learning of speaking.

The research focused on implementing role play to improve the self confidence that influences their speaking practice for the eight grade students of SMP Muhammadiyah 3 Yogyakarta.

D. Formulation of the problems

The problem can be formulated as follows how can role play technique improve the students' self-confidence in speaking practice for the eight grade students of SMP Muhammadiyah 3 Yogyakarta?

E. Objective of the research

Based on the problem statements, the objective of the study in the research is to improve the self-confidence in speaking practice of the eight grade students of SMP Muhammadiyah 3 Yogyakarta through role play technique.

F. Significance of the research

Based on the problems statements, this research is expected to give some benefits for following practice:

1. For the students

This study can be useful for improving their confidence in the English learning process by using role play technique.

2. For the English teacher

This research can provide the specific procedures of how to improve the speaking learning process through role play technique. It also can be used by English teacher in other schools as alternative solution to the problems that may exist in their school.

3. For the school

The research can give inputs of role play technique in the English teaching and learning process. Thus, the school principal may have a policy to apply role play techniques as one of the teaching and learning method in the school.

4. For the English Education Department of Yogyakarta State University

This study can be as a research reference with the similiar theme or purpose to conduct further research relevant to the problems.

CHAPTER II

Literature Review and Conceptual Framework

In this chapter, the writer elaborates the theory related to this research. In this section the discussion will center around review on the nature of speaking, teaching and learning speaking, self-confidence, role play technique, and conceptual framework of the study.

A. Literature Review

1. The nature of speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Speaking is one of the four language skills taught in the teaching of English. People speak in order to express their idea, their feeling or respond to the other's talk. When the others can understand what has been talked, it means that the speaker gets the meaning across. Thornbury (2005: 20) mentions that speaking is an interactive real time activity to express meaning to interact with others that unplanned and just continues based on situations. However, the teacher must notice that in EFL context the students seldom try to produce their foreign language because they aware about the gaps in their knowledge. A speaker requires attention to precise details of the language. She/he needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand.

In addition, Brown (2001) writes that when someone can speak a language it means that he/she can carry on a conversation reasonably competently. According to Thornbury (2005), speaking is an interactive skill that requires the ability to have cooperation with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interested in learning the other aspects of language.

2. Speaking Ability

Speaking is the ability to express oneself in a real life situation or report something in precise words to express a particular idea fluently. It deals with some pronounced words to deliver the meaning to other speaker.

According to Nunan (1989) there are two main aspects of speaking skills; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. Then, fluency means the ability to keep going when speaking spontaneously. However, it does not mean that the speaker speaks so fast because sometimes pausing is important. He states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes.

Then, Brown (2004:142-143) also mentions some micro skills of oral production.

Table 1. Micro skills of oral production

- | |
|---|
| <ol style="list-style-type: none"> 1. Produce chunks of language of different lengths. 2. Orally produce differences among the English phonemes and allophonic variants. 3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. 4. Produce reduced forms of words and phrases. 5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes. 6. Produce fluent speech at different rates of delivery. 7. Monitor your oral production and use various strategic devices — pauses, fillers, self-correction, back tracking — to enhance the clarity of the message. 8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, plural), word order, patterns, rules, and elliptical forms. 9. Produce speech in natural constituent — in appropriate phrases, pause groups, breath groups, and sentences. 10. Express a particular meaning in different grammatical forms. 11. Use cohesive devices in spoken discourse. 12. Accomplish appropriately communicative functions according to situations, participations, and goals. 13. Use appropriate registers, implicates, pragmatic conventions, and the other sociolinguistic features in face-to-face conversations. 14. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. 15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings. |
|---|

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately for assessing how well your interlocutor are understanding you.

According to Nunan (1989), speaking as a macro skill can be divided into some micro skills. The learners can be said successful in speaking if they can develop some skills. Those skills are the ability to articulate phonological features of the language comprehensible; mastery of stress, rhythm, intonation patterns; as acceptable degree of fluency: transactional skills; skill in taking long speaking turn; skill in the management of interaction; skill of negotiating meaning; conversational listening skill (successful conversations require good listeners as well as good speakers); skill in knowing about and negotiating purposes for conversations, using appropriate conversational formulae and fillers.

Based on the discussion above, it can be concluded that speaking ability can be stated as the ability to use language accurately to express the meaning to get information from other people in the whole life situation.

3. Aspects of Speaking Skills

In teaching speaking, there are some aspects which considered by teacher. Brown (2001: 268-269) proposes four aspects of speaking skills. There are fluency, accuracy, pronunciation and vocabulary.

1. Fluency

Speaker can be said as fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pause, false starts, word

searches, etc (Nunan, 2003:55). Speaker needs to know where she/he has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demanded to be able to produce word in speech into groups of words that form a meaningful unit (phrases or clauses).

2. Accuracy

Nunan (2003:55) states that accuracy happens when students speech matches what people actually say when they use the target language specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. therefore, in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

3. Pronunciation

At the beginning level, the goal of teaching pronunciation. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc. However, Brown (2001: 284-285) states that there are some factors within learner that effect pronunciation. They are mentioned as follows:

a) Native language

It is clear enough that native language will become the most influential factors affecting learners' pronunciation. Moreover, the native language in

this case the learners' mother tongue usually brings a strong accent in their pronunciation style.

b) Age

The ranges of age can influence the success of the pronunciation mastery. Children under age of puberty will have an excellent chance "sounding like native" if they continue living in authentic contexts. Beyond the puberty, while they almost surely know a "foreign accent", attribute of age will have no longer advantage. Therefore, it is just a myth about the belief that "the younger, the better" in learning language.

c) Exposure

Having exposure in authentic context will encourage the learners to have good pronunciation. It is because living in foreign country where the native language spoken quite often will help to build learners having good pronunciation practice.

d) Innate phonetic practice

There are some people that have a phonetic coding ability by using their ear. Therefore, they believe they are easier to learn pronunciation well. However, the teacher has to ensure their students who have naturally difficulty in pronunciation that with some effort and concentration they can improve their competence.

e) Identity and language ego

If they want to be success to achieve goal of the study, learners need to have positive attitude toward the people who speak the language they want to acquire.

f) Motivation and concern for good pronunciation

Motivation will be the strongest factor that can bring the learners to the success of study. If the motivation and concern are high, it will be a good start for the learners to improve their pronunciation.

4. Vocabulary

Vocabulary becomes a very important part of language learning which can use to determine students can speak fluently or not. They can generate sentences in only by using words so it is impossible to speak fluently without having vocabulary mastery. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak. Therefore, the teacher needs to make more effort to enrich the students' vocabulary. Nunan (2003) proposes four principles for teaching vocabulary:

- 1) Focusing on the most useful vocabulary first.
- 2) Focusing on the vocabulary in the most appropriate way.
- 3) Giving attention to the high frequency words across the four strands of a course.
- 4) Encouraging learners to reflect on take responsibility for learning.

4. Problems in Speaking Skills

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill, Munjayanah (2004:17):

1. Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2. Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he/she is to be heard and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

4. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

5. Teaching and Learning Speaking

a. Teaching Speaking in English as a Foreign Language

For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, “speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (Bailey and Savage as quoted by Celce Murcia, 2000:103). According to Anne Lazaration in Celce-Murcia, perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker.

This means that a variety of demands are accumulated: monitoring and understanding the other speaker(s), thinking about one’s own contribution, producing that contribution, monitoring its effect, and so on. This is one reason why many of us were shocked an important in CLT class. It facilitates many classroom activities. The technique used in teaching learning of speaking should be based on the students’ need and the objective of the language learning. The process of learning and teaching of English speaking is influenced by the time allocations and the facilities available in the class. In addition, the teacher should choose the appropriate activity done in the classroom. The activity in the learning and teaching process is absolutely needed. It is in line with Celce-Murcia:

But with the advent of the theory of communicative competence and the practice of communicative language teaching, the teaching of oral communication skills as a contextualized sociocultural activity has become the focal point in many ESL classrooms (Celce-Murcia, 2001:103)

River (1987:20) states that a pedagogical fact is the important thing of speaking. Firstly, generally speaking, people have the notion that learning English has something to do with oral English. When one says some students are good at English, people will naturally think he or she can speak English well.

Secondly, oral English can be very useful for the development of reading and writing skills. As Rivers points out when we read and write, we call upon what we know of the language orally. He goes on to say that there must be a connection between reading and speaking. If the students are reading and then they are using their oral English too. If a student has poor English, his reading ability may also be poor. Similarly, Rivers (1987) argues that writing involves oral ability as well.

Although many teachers with poor oral ability may have some difficulty in teaching English, however, it is possible for them to do so. They may teach oral English by an indirect method. They may use a recorder to provide an authentic accent and some authentic materials like dialogue for students to imitate. They can also make good use of class time for active participation by all their students'. So the teachers can make up for their deficiency in oral ability by encouraging the students' participation with prepared lessons, highly organized activities and effective techniques.

Harmer (1998:46) says that there are three stages in teaching speaking. There are introducing the new language, practice, and communicative activity. In terms of oral communication, one needs to learn when it is appropriate to speak,

in which circumstance, how to gain the right to speak, how and when to invite someone else to speak and so on.

Teaching foreign language for students who are already accustomed in using their first language or mother tongue is not an easy work. Speaking a foreign language will be well-developed if the students have to have much practice. The students in foreign language class will not learn to speak fluently merely by hearing speech. The teacher needs to give the students more opportunities throughout their years of study and to develop greater in encoding their thoughts. The core of good thinking is the ability to solve the problems. It is in line with Celce-Murcia:

What academic English second language students need most is extensive authentic practice in class participation, such as taking part in discussions, interacting with peers and professor, and asking and answering question. With academic adults, practice in activities such as leading and taking part in discussions and giving oral report is needed to be done (Celce-Murcia, 2000:105).

A final feature which characterizes the current ESL classroom is that students are encouraged to take responsibility for their own learning. No longer is learning seen as a one-way transfer of knowledge from teacher to student but today we understand that students learn from teachers, from classmates, and from the world outside the classroom. In addition, the learner seeks opportunities, the more likely he or she will learn to use the language.

In the oral skill, students should be allowed and encouraged to initiate communication if it is possible, to determine the content of their responses or contributions and evaluate their own production and learning progress. If the

teachers want the learners to be able to converse in English, they need to make the classroom a conversational place. So, the learner is expected to talk naturally during the course. If the teacher wants the learners to be able to converse in English, they need to make the classroom become a conversational place. If the learners do not talk naturally during the course of each lesson, it is hardly surprising when they can still hardly speak at all after several years of English classes. There are three speaking activities in junior high school:

1. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment in asking, giving, refusing services, asking, giving, refusing things, asking, giving information, asking, giving, and refusing opinion, and offering/ giving/ refusing something.
2. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment in asking, giving and offering an agreement, responding statement, giving attention to the speaker, starting, closing conversation.
3. Express meaning in short simple monologue text which is used in oral language accurately, fluently, and appropriately to interact with their surrounded environment.

Based on explanation above the indicators of speaking performance can be summarized into four parts. They are performances activity, language act, criteria and object.

- a) Performances Activity: Expressing meaning in short simple monologue texts.
- b) Language Act: Asking, giving, refusing, interacting and responding.
- c) Criteria: Accuracy, fluency and appropriateness.
- d) Object: services, opinion, things, agreement, statement, etc.

In conclusion, speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teacher should provide learners with the opportunities to communicate about relevant topics. This requires teacher to give guidance for the learner's needs. The learner will learn how to communicate verbally and nonverbally as their language skill. Consequently, the exchange of messages will enable the learner to create discourse that conveys their intentions in real life communication. Furthermore, EFL teaching is an aspect that needs special attention and instruction. In order to provide effective teaching and learning process, it is necessary for the teacher of EFL to carefully examine the factors that underlie speaking effectiveness. It will gradually help learners speak fluently and appropriately.

b. Roles of the Teachers in the Speaking Activities.

Teacher is one of the actors in the classroom. He/she plays some important roles in maintaining the classroom activities. Harmer (2001: 275) gives particular relevance of teacher's roles in order to help students in speaking activities.

The first role is as an organizer. Organizer is one of the important roles that teacher should perform to organize students to do various activities. This then involves giving the students information, telling them how they are going to do the activities.

The second role is an assessor. One thing that students expected from their teacher is an indication whether they are getting their English right or not. This is where the teacher has to act as an assessor, offering feedback and correction, and grading them in various ways.

The next role is as a prompter. This is where the teacher gives help and supports the students by offering discrete suggestion without disrupting the activity done by the students. The last role is as a participant. This is where the teacher uses communicative language to talk with students.

Then, the teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussion or role-plays themselves. However, teacher has to be careful that they do not participate too much.

Besides, the teacher's feedback on the students' speaking depends on the teacher's act and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

c. Principles of Teaching Speaking.

In the speaking activity, it is very important for the teacher to acquire the ability to teach appropriately. Consequently, some principles of teaching speaking states in Nunan (2003:54-56) should be mastered by the teacher of language. Those principles are as follows:

- 1) Be aware of the differences between second language and foreign language learning contexts

Learning speaking skills in the foreign language context is very challenging, because the students only have little opportunities to practice in their environment. Most of the people around them use their mother tongue rather than the foreign language. Meanwhile, in the second language context, English is used to communicate in the society like English in UK and Singapore.

- 2) Give students practice with both fluency and accuracy

Fluency and accuracy are important in speaking skills. Teachers need to develop their students' fluency and accuracy by giving a lot of practice of speaking. Some mistakes that the students made are a natural side when they learn a new language.

- 3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

A language teacher should not talk all the time and should give their students to talk in the classroom. Group work and pair work can be the interesting activities that provide the students to practice speaking.

- 4) Plan speaking tasks that involve negotiation for meaning

Speaking tasks mean activities to communicating appropriately and acceptably with others in the target language. The negotiation for meaning happens when other students try to understand what their friend said by asking clarification, confirmation, or explanation.

- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking

There are two purposes in speaking. They are transactional and interactional purposes. Transactional purposes mean communicating to get something done such as expression of asking for information, asking for complains, responding for complains and etc. On the contrary, interactional purposes mean a social interaction between the speakers in order to maintain the interaction such as expressions of greeting, empathy, interest and social harmony.

In line with Nunan (2003:54-56) that defines five principles of teaching speaking, Brown (2001: 275-276) also states that there are seven principles of teaching speaking. They are:

- 1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

In speaking activities, the students need to be a good speaker in order to transfer the message to the others with appropriately and communicatively. To be communicatively, they need to make their conversation meaningful, keep the

interaction, and fluent in deliver it in order to make others understood about what they are saying.

2) Provide intrinsically motivating techniques

An English teacher needs to motivate the students to do the activities in the teaching-learning process. By explaining the benefit of the activities and materials to their future live well, they will be willing to do the activities.

3) Encourage the use of authentic language in meaningful contexts

An English teacher needs to use the authentic language in meaningful contexts in the teaching-learning process. It is not easy to do that; it takes the teachers' energy and creativity to make an authentic context. But, with the resource materials the teacher can make the authentic and meaningful context.

4) Provide appropriate feedback and correction

In most EFL students, they still make some mistakes in learning a language. The teachers' role in giving feedback and correction is needed for the students to diagnose, improve, and develop their skills. The teachers can give the feedback and correction in the end of the lesson.

5) Capitalize on the natural link between speaking and listening

Speaking and listening are two skills that integrated. When the teachers teach speaking, they cannot lose the listening section. So, when they need to teach speaking and to reach the goal of speaking section, the listening goals are also coincide naturally.

6) Give students opportunities to initiate oral communication

Speaking is an activity that forces the students to speak. In this case, the teachers should give a lot of interactive activities and interesting techniques to support the students to willing to speak. The teachers should give a lot of opportunities to the students during the teaching-learning process.

7) Encourage the development of speaking strategies

Students sometimes cannot develop their own personal strategies to make a good and meaningful communication. The teachers need to give some practices like asking for clarification, asking someone to repeat something, using conversation maintenance cues, getting someone"s attention, and etc.

In conclusion, there are some principles in teaching speaking that should be mastered in order to be a good English teacher. For example, one of the challenges for foreign language teachers is that they should motivate their students to speak in the target language, and so on. By keeping the principle in teaching speaking, the problems that usually happen in the teaching-learning process of speaking can be minimize. For example, the students can be more confident by giving more opportunity through interactive activities. They will always participate in the classroom so the classroom atmosphere can be more enjoyable.

d. Criteria for Speaking Tasks

In order to maximizing the speaking opportunities in the teaching-learning process, Thornburry (2005:90-91) states that there are some criteria that needed to make a good speaking task. They are:

1) Productivity

Speaking tasks should give a big opportunity to the students to speak in the target language. The teachers should make a good task to invite the students to produce utterances. A good task can indicate that not only a few students that willing to speak up.

2) Purposefulness

Productivity of the tasks can be increased if there are some purposes that the teachers want to achieve. Discussing tasks in a group or in pairs in order to maximally the participations of all members is one of the examples that tasks should have a purpose so that the students will do the tasks.

3) Interactivity

The goal of teaching speaking is to communicate appropriately or to interact with someone else. So, a good speaking task is a task that can make an interaction between the speaker and the listener like discussion, communicative game, and role play. Monologue speaking like presentation also needed to learn when the students are in the appropriate situations.

4) Challenge

Speaking tasks should be challenging for the students in order to force the students' creativity, ideas, opinion, knowledge, and abilities. This will help them in increasing their skills in speaking and achieving the goal of teaching-learning process.

5) Safety

Besides the tasks is challenging, the students also need to feel safe when doing the task. They should be confident in doing the task in order to achieve the goal of the teaching-learning process. The classroom atmosphere and the teacher attitude are very determined in this case.

6) Authenticity

Speaking tasks should be implemented in the real life communication. The students' experience in the real life communication is the best effect in choosing and analyzing the best answer for the tasks. On the contrary, the task that given also should can be applied in the real life communication. So, the students can communicate appropriately and correctly.

From the explanation above, the writer concludes that task is a tool to evaluate and measure the students' understanding and ability. The task design should be suitable with the objectives in the school syllabus or curriculum. In learning of speaking, there are many kinds of task that can be designed by the teachers to increase their students' speaking skills. In designing a task, the teachers have to concern with the components of the task to obtain the purpose of why the students must do that task so the goal and objectives of the lesson can be achieved.

e. Assessing Speaking

According to Porter and Roberts in O'Malley (1996), assessment of oral language should focus on a student's ability to interpret and convey meaning for

authentic purposes in interactive contexts. It should include both fluency and accuracy. Cooperative learning activities that present students with opportunities to use oral language to interact with others whether for social or academic purposes are optimal for assessing oral language.

Brown and Yule (1983:120) state that the oral component of English language assessment may be based on a very general impression of how well students speak. This normally takes the form of an oral interview in which the examiner asks students questions, or prompts students to talk on certain, sometimes pre-arranged topics.

Furthermore, every opportunity for speaking in the classroom should be taken. It is by asking students to do communication that realizes their need of language and doing conversation with them to increase their fluency and confidence. For example, students may be reluctant to speak in front of many people. However, there are ways of providing a safer, less public environment in which they can begin to practice speaking. The ways are by repetition work and pair work activities.

Besides, teachers also pay attention to aspects such as accuracy and fluency in students' speech. According to Gower et al. (1995: 99), the accuracy involves the correct use of the vocabulary, grammar and pronunciation. In controlling and guiding activities, teachers usually focus on the accuracy and it is important for teachers to give feedback to students. Fluency can be defined as an ability to keep going when students speak spontaneously. When students speak

fluently, they should be able to get the message across with whatever resources and the abilities they have got regardless grammatical structures and other mistakes.

Moreover, Thornbury (2005) states that there are two ways to assess students' speaking ability. The first is known as a holistic scoring. In the holistic scoring, the teacher only gives a single score on the basis on an overall impression. This holistic way has advantages of being quick and is perhaps suitable for informal testing of progress. Then, the second way is through an analytic scoring which gives separate scores for different aspects of the task. This scoring takes longer, but requires the teacher to take the variety of factors into account and it is probably fairer and more reliable. However, one disadvantage is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories are probably to be the maximum criteria.

Meanwhile, Blaz (2000) argues that speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates. She states that there are five components that are generally recognized in analyses of the speech process. They are pronunciation, task completion, vocabulary, fluency, and comprehensibility. Each element characteristics are then defined into four short indicators. This helps to make the test reliable, since it avoids subjectivity because it provides clear, precise and mutually exclusive indicator statements for each point of the scale.

Regarding the way in assessing the students' speaking ability proposed by Thornbury (2005) and Blaz (2000), the researcher proposes to incorporate the analytic scoring with the rating scale. By combining the analytic scoring and rating scale techniques, the process of assessing the students' speaking ability will be more precise and easier.

f. Classroom Speaking Activities

According to Harmer (2001: 271-274), the classroom speaking activities consist of four activities, they are:

1) Acting from a script

In this section, the teacher asks the students to perform the play based on the dialogue in the script. Thus, the teacher as the director and the students perform the dialogue.

2) Communication Games

A game is one of activities that can help students relaxed in learning the language. This technique is particularly suitable for the children in mastering the language. It is designed to provoke communication between students, so that the students has to talk to a partner in order to solve a puzzle, draw a picture, puts the things in right order, and differences between picture.

3) Discussion

The problem in conducting the discussion is the students' reluctant to give opinion in front of their friends. Particularly when the students were not mastered the topic of discussion. Therefore to encourage the students is to provide activities which force the students in expressing the ideas through the topic which

is familiar with student's world. For instance are their daily activity, the situation of their class, and describing that situation.

4) Problem solving

The material is used in this technique giving the students to work in pairs or groups. They share their problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will help the students practicing and expressing their ideas in spoken language.

5) Role Play

A popular way of the aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situation, either as themselves or playing the role of someone is quite different. We could ask them to be guest at some parties and go there as different characters. They could, as themselves, pretend to be at an airport trying to check luggage, or either as themselves or another character take part in a television program. In all these cases the students are using language in order to participate in the activity rather than other way round. Some students find it very comfortable to use language in a simulated environment, playing the role of someone else. It allows them to experiment freely to be another people.

g. Teaching English in Junior High School

The teaching English in the junior high school is aimed to develop the ability of the students to communicate in English which includes the four

language skills of listening, speaking, reading, and writing. The mastery of the language skills is used to support the ability both in the written and oral forms.

To achieve the goals of teaching English to Junior High School students, the four language skills should be taught equally. It means that the teacher provides the balanced proportion of attention toward each skill. Here the students should be able to use the language skills as:

- a) Spelling and mentioning the words that have been learnt in correct pronunciation.
- b) Asking and answering simple questions.
- c) Carry out a short and simple conversation fluently. (Depdikbud, 2006: 6)

Speaking is one of the four major skills that the students should acquire. In the curriculum, the basic competence of speaking is the use of language variations accurately and fluently in daily life. From the basic competence, the students should at least be able to communicate using English in daily life.

Table 2: Standard of Competency and Basic Competency of Speaking Skill for Junior High School Student Grade VIII First Semester

Standard Competency	Basic Competency
3. Expressing the meaning of transactional dialogue and short simple interpersonal in the context of daily life.	<p>3.1 Expressing the meaning of transactional dialogue (<i>to get things done</i>) and interpersonal (<i>to socialized</i>) by using a simple language accurately, fluently, and acceptably in daily life by using: offering, accepting, refusing something, denying and admitting facts, and asking, giving, and refusing opinion</p> <p>3.2 Expressing meaning in formal and</p>

	informal transactional (<i>to get things done</i>) and interpersonal (<i>to socialize</i>) conversation using simple spoken language accurately, fluently, and acceptably in the form of inviting someone, accepting, declining an invitation, asking for and agreement / disagreement, congratulating and complimenting and responding to congratulations and compliments.
4. Expressing the meaning of the short functional texts and the simple monologue texts in the form of <i>descriptive</i> and <i>recount</i> in the context of daily life.	<p>4.1 Expressing the meaning of the short functional texts and the simple monologue text in variety of oral language accurately, fluently, and acceptably in the context of daily life.</p> <p>4.2 Expressing the meaning and rhetorical steps accurately, fluently, and acceptably by using the kind of oral language in the context of daily life in the form of <i>descriptive</i> and <i>recount</i>.</p>

6. Self – Confidence

According to Brown (2001:62), self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self efficacy refers to the students' belief in their capacity to perform and handle specific tasks.

In addition, the students' judgment of their own worth or value from the self efficacy above is called self-esteem. There is a well accepted definition of self-esteem by Coopersmith in Brown (2007:154) as follow:

“By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individuals convey to others by verbal reports and other overt expressive behavior”.

Basically, self-esteem is a feeling of self-worth or self-value (Richards & Schimdt, 2001). Brown (2007) mentions that self-confidence can be put on three general levels of dimension. The first is general or global self-esteem. It is said to be one's own worth over time across numerous situations that make a general appraisal of oneself. The second is situational or specific self-esteem. It is said one's self appraisals to particular tasks in the specific situation, such as in the educational domain, it can refer to one subject matter area. The task self-esteem of the students will promote their situational self-esteem, their global self-esteem to achieve their self-confidence in their life, especially in English learning.

Self-confidence is very important in almost every aspect of life. It is very important for EFL learners to perform their language skills in the real situations. Krashen in Kees de Boot (2005) proposes a hypothesis called affective filter hypothesis, which states that the students who are able to prevent the negative attitude (including anxiety, lack of motivation, and self-confidence) as the filter will attain success in SLA. Brown (2007) also suggests self-confidence as one of

twelve principles of language teaching. He states that the students' belief to be able to accomplish the work will be a factor that determines their success in language learning. Even, he argues that the heart of all learning is the students' belief in their ability to complete the tasks. If they firstly believe that they can do the tasks, the self-confidence will appear to motivate them in achieving and finishing the tasks. That is one of the keys to become successful in language learning. Therefore, Brown (2001) called it by "I can do it!" principle. In addition, McIntyre, Dornyei, Clement, and Noels in Park & Lee (2003) state that self-confidence significantly contributes to the students' willingness to communicate in a foreign language. Their willingness will also lead to the success in language learning.

One of the most appeared problems in the conversations class is language anxiety. Language anxiety is a feeling of fear and worry associated with language learning and use. The students' self-confidence that is low will create a language anxiety. It is believed that self-confidence has a role to minimize the students' language anxiety and optimize the students' motivation in learning English. Clement in Kees de Boot, et.al. (2005:201) finds the relationship among self-confidence, anxiety, and motivation. He also states that the absence of anxiety in learning or using the language will promote self-confidence and success in language learning.

"To build students' self-confidence: tell the students explicitly (verbally and nonverbally) that you indeed believe in them; have them make lists of their strength, of what they know or have accomplished so far in the course" (Brown, 2007:146).

According to the quotation above, there are several ways to build the students' self-confidence. First, the teacher can give verbal and nonverbal supports to the students. The supports can be giving rewards to the students' achievement verbally and nonverbally, avoiding criticism that break down their self-confidence and learning motivation, making motivated words, and sometimes telling motivated stories that can inspire the students to attain success. Later, the teacher may put him/herself as a good friend to his/her students who guides and learn together. It will expectedly reduce the students' anxiety and foster their self-confidence at once.

The second way is providing the students with materials or tasks from easier to more difficult one and using appropriate teaching techniques. The students' ability to finish the tasks will promote their self-confidence to finish the next tasks. Third, make the students to recognize their own power. It can be making lists of their strengths and achievement so far in the course. By recognizing their own power and ability, the students' self-value and self-esteem will appear in order to build their self-confidence. Fourth, setting and achieving goals to build the students' competence. It is difficult for the students to have self-confidence without this underlying competence.

Dornyei (2001) suggests five approaches to maintain and increase the students' self-confidence. First, the teachers foster their students' belief that language proficiency is an aspect that can be developed. Second, teachers provide regular experiences of success to promote their students' self conceptions in

mastering a foreign language. Third, teachers encourage their students' contribution to their tasks that will make them interested. Forth, teachers give a small personal word to motivate their students. Fifth, teachers make the learning context less stressful to reduce classroom anxiety. Later, Dornyei (2001) mentions that encouraging self-evaluation will promote the students; self-efficacy that can contribute to self-confidence. It can be actualized by some strategies, such as giving rewards to the students' effort rather than to ability, providing motivational feedback, and increasing the students' satisfaction by praising their work and not overreacting criticism. All of the efforts will expectedly lead the students to make their communication skill better.

In oral performance, the self-confidence can be showed by using eye contact or looking at someone when the speaker are talking to them, having a good posture, using gesture and body language, keeping conversations go on without too much hesitation like using "uhmmm..." and keeping smile. Barber (2003) mentions some indicators of people with self-confidence, there are projecting a positive image through good body language, enjoying and having fun in the performance with unduly worried about losing words or mistakes, staying calm, concentrated, and high-self-control, and accepting themselves for the way they are whilst understanding their strengths and weaknesses.

7. Role Play as a Technique for Teaching Speaking

a. Definition of Role Play

Role play is a technique which assumes the students to become a particular personality of different person. They have to accept the duties and responsibilities of their roles based on the situation. Harmer (2001:274) states that students get great benefit from role play. He also says that role play can be used to encourage oral skill fluency and to train students for specific situations. In this activity, students will be able to practice communicating meanings, increase their creativity and improve their conversational skills. To create role play, he may use cues, information, situation and goals.

One of the goals of CLT is to develop fluency in language use. Fluency is the use of natural language that occurs when a speaker involves in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence Richards (2006). Fluency can be developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdowns.

Littlewood (1981) states that role-play are well-established as technique for organizing controlled pre-communicative language practice. Role-play is not only making students active but also imaginative and critical. It stimulates real life situations. The students must not think of themselves as students, but as real participant in the situation, Harmer (1998).

Larsen-Freeman points out,

“Role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles”. Larsen-Freeman (2000:137)

According to Brown (2001: 183), role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. Brown suggests role-play can be conducted with a single person assigned a role to accomplish an objective.

Furthermore, Brown (2004: 174) states

“Role-play is a popular pedagogical activity in communicative language teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some version, role-play allow some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties...”

According to the theories, role-play is the techniques where students can practice to communicate by broaden their imaginative through a stimulation of a real life. They can act as somebody else according to their imagination and help to be critical by doing some communication strategies. Role-play is beneficial teaching tool as it develops practical professional skills as well as academic knowledge. Students generally enjoy this technique to learn and broaden their understanding of multi-stakeholder negotiations through a process of stimulated experience.

b. Significances of Role Play in Teaching of Speaking

It has been mentioned before that role play is one of the techniques to promote speaking. Through role play technique, the students learn how to express ideas, opinions or feelings to other by using words or sounds of articulation.

Nunan (2003:57) explains that role play technique is also excellent technique for speaking in the relatively safe environment of the classroom. In the activity of role play, the students are given particular roles in the target language before they do in a real environment. Moreover, Harmer (1998:94) states role play techniques are more than just play acting. The application role play in the classroom is role play in which all of the students are act out a public speaking with many speakers. By doing those activities of role play, the students will be very enjoyable because it provides excellent opportunities by using language in real life situations. It is communicative activity where the learners can use spontaneous language. It also helps the learners to develop their real life speaking skills.

c. Types of Role Play

Through well-prepared communicative activities such as role play, the teacher can encourage their students to experiment and innovate with the language and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This is will contribute to their self confidence as speaker and to their motivation to learn more.

Ladousse (1995:13) explains that there are several types of role play activities. The first is roles which corresponding to a real need in the student's lives. In this category we can include such roles as a doctors dealing with patients, or salesmen travelling aboard. In these cases it is easy to match the role play in the classroom to the essential preoccupations of the students. In the second type of

role, the students play themselves in a variety of situations of which they may or may not have direct experience. A customer complaining, or a passenger asking for information, both of them fall into this category. They require no specific professional expertise or any particular personality traits as any one of us could find ourselves in these situations. Most students find this type of role play highly motivating if the situation is relevant. The other roles are of the type that few students will ever experience directly themselves, but which are easy to play because we have such vast indirect experience of them. The television journalist is a good example of this very useful kind of role taken from real life. Finally, there are fantasy roles, which are fictitious, imaginary, and possibly even absurd.

In case of role play activities, it can be grouped into two forms scripted and unscripted role play activities. In details, those types of role play described as follows:

1) Script Role Play Activities

This type involves interpreting either the textbook dialogue or reading a text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorable way. The scripted role play here is same with the speaking activity called as acting from script in Harmer (2001:271-274) also explains that the students perform a play based on the dialogue in the scripted in acting from a script. For more detail, the writer gives an example of scripted role play dialogue and reading text:

Operator : Good morning, Enhai Cottage. May I help you?

Caller : Hello, could I speak to Mrs. Rita Sari, the house keeping manager, please?

Operator : Hold the line please, I'll put you through.

Caller : Thank you.

*(Adopted from English Professional Accommodation Service Book:
Leo (2001)*

2) Unscripted Role Play Activities

In contrast to scripted to scripted role play activities, the situations of unscripted role play activities do not depend on the textbooks. It is known as free role play or improvisation. The students have to decide what language to use and how the conversation should develop by them. In order to do this activity, a good preparation from the teachers and the students is really necessary. The example of procedures in unscripted role play is as follows:

You are the customer : greet the shopkeeper.

You are the shopkeeper : respond to greeting.

You are the customer : ask the price of pet

You are the shopkeeper : give the price

You are the customer : exclaim how expensive it. and etc

To bring out this idea, the teacher could prepare the whole class, could divide the class into pairs and let the students discuss together what they may say and let them all try out the role play privately before calling on one or two pairs to act out in front of the class.

Louma (2004:40) states that:

Role play can also be less elaborate when learner are asked to play the role of a passenger on a train and interact with a fellow passenger, go to a restaurant and order a meal, or buy something in a shop. These tasks are aimed at finding out how the learners can cope with certain common language – use tasks and situations. Role cards may be used to provide cues for the participants.

From the explanation above, the writer can infer that with two forms of role play activities, the teacher can select what will she/he used to teach speaking in the classroom. She/he can select and focus on the level of students speaking class. Unscripted role play are usually use for upper beginner students because it is complexities and difficulties. While, scripted role play are usually used for beginner students because they are easier and little complexities.

d. The Reason for Implementing the Role Play Technique for Teaching Speaking

Role play can improve the learners speaking skills in any situation, and help the learner to interact. For the shy learner, role play helps by providing a mask, where the learners with the difficulty in conversation are liberated. In addition, it is fun and most of the learners will agree that enjoyment leads to better learning. Several reasons for using role play technique in teaching speaking quoted from Ladouse (1995: 6-7) as follows:

- 1) A very wide variety of experience can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic

exercise. Through role play we can train our students in speaking skills in any situation.

- 2) Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses. Many students believe that language is only to do with the transfer with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.
- 3) Some people are learning English to prepare for specific role in their lives: people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations.
- 4) Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.

- 5) Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip. Although there does not appear to be any scientific evidence that enjoyment automatically leads to better learning, most language teachers would probably agree that in case of the vast majority of normal people this is surely so.

Finally, role play is an important technique in the communicative approach because role play gives the students a lot of opportunity to communicate in different social contexts which can develop the students' fluency in the target language, promote the students to interact with others in the classroom, and increase motivation and makes the teaching-learning process more enjoyable. A role play is a flexible learning activity which has a wide scope for variation and imagining.

B. Conceptual Framework

English as the foreign language becomes one of the compulsory subjects in Junior High School in Indonesia. One of the language skills that must be mastered by foreign language learners is speaking or communicating orally using target language. However, the fact has shown that it is quite difficult for Indonesian learners to improve their speaking ability because they usually prefer to use their native language in their daily life than using English. There are many factors that speaking is difficult according to the teacher and students. Some of them are related to the students' limited encounter with English spoken language and

opportunities in practice speaking orally. Each student also needs to share and exchange the information to others. It gives them a reason to communicate with others by speaking English. Role play technique also promotes students' self-confidence and self-esteem. In this technique, students try to appreciate not only themselves but also another student when he/she speak English to present his/her knowledge. Each member in group is essential so students have to respect one another.

The discussions among the students also help them improved their self-confidence. Since the students accomplish the task in a group, they are able to help each other through discussion. The respect from students' peer when they discuss with the others may increase their self-confidence and self-esteem. Role play will be more chances for the students to perform to speak English and being active during the speaking class. Furthermore, through role play, students can begin to take responsibility for them. Take charge of their own actions and experiment with various solutions to problems.

Role play is a useful activity in which he students act out particular ways of behaving or pretending to be other people who deal with new situations. They are required to speak in the target language to share the information and should start with simple dialogues before moving into more advanced interactions.

By implementing role play, each student has a lot of opportunity to speak in the target language for an extended period of time. They also can naturally produce more speech that is comprehensible to others. Furthermore, role play is

also a technique that can build the students' self confidence. They can work in pairs or groups to do the role play. So, each student can supports one another. Role play should create a context where the students pay more attention to the situation given and message they should deliver. In preparation for role play, the students may need to be introduced with the key of vocabulary and expressions they will be able to use. As a result, role play activities can improve students' self-confidence in speaking practice.

BAB III

RESEARCH METHOD

A. Type of the Research

This research study is action research in natural. This research is aimed to improve the self confidence in speaking practice by using role play for grade eight of SMP Muhammadiyah 3 Yogyakarta. Kemmis and McTaggart in Burns (1999: 32-33) defines that the action research occurs through a dynamic and complementary process, which consists of four essential “moments”. They are planning, action and observation, and reflection.

Based on the explanation above, the study was aimed to find the faceable problems needed to solve soon related to the teaching and learning process of speaking and implement some actions to improve the self-confidence for the eight grade students of SMP Muhammadiyah 3 Yogyakarta by using role play. Then they identified the research problems, planned and implemented the actions after that evaluated and reflected the actions in systematic way.

B. Setting of the Research

The research had been done at SMP Muhamadyah 3 Yogyakarta. SMP Muhhamadyah 3 Yogyakarta is located on Jalan Kapten Pierre Tendean No. 19 Wirobrajan, Yogyakarta. The school has 24 classes. They are 8 classes for the each grade. It also has one big teacher's room. In the school, there are one headmaster's office, library room, science laboratory, basket yard, football yard, one mosque, two parking lots, one large schoolyard, and four cafeterias.

The teaching-learning activities in SMP Muhammadiyah 3 Yogyakarta are generally classified into intra and extra-curricular. Intra-curricular activity is the formal teaching and learning process starts from 07.00 to 12.50. Extra-curricular activities are teaching learning activities outside the curriculum to increase students' skills.

The researcher chose this place to do an action research because there is a condition which has to be improved. Based on the observations, the students lacked of self-confidence, they had difficulties in pronunciation, they lacked of vocabulary mastery.

C. Subject of the Research

The participants of the research were the first semester students of SMP Muhammadiyah 3 Yogyakarta who were in grade VIII A. This class was chosen as the subject because based on the previous observations, the students in the class experienced some problems in learning English. One of the problems was deal with the speaking skills. The collaborator and the researcher worked collaboratively to overcome some problems related to students' speaking skills using role play technique.

D. Data Collection

1. Techniques of Data Collection

The data of the research were qualitative in nature. The data were collected through observations and interviews. The data were in the form of field notes and interview transcripts of the research participants. The data were used to describe the process of the action and the changes after the implementation of the actions.

1. Observation

The teaching learning process in class VIII A was monitored by doing the observation while the actions were implemented. With this technique, the data were collected by observing the teaching learning process in the classroom. The observation sheet was used to guide the researcher in observing the class. It was used to get the information about the teaching and learning process. Students' activities were observed during the English class when the action was implemented. The data were collected by observing and engaging in the teaching and learning process and then wrote the activities in the form of field notes.

2. Interview

The students and the collaborator were interviewed. They gave feedback on the actions and the activities in the teaching and learning process and the condition before and after the implementation. The interview guideline was used to help the researcher to get information about the effectiveness of the actions. The results of the interviews were in the form of interview transcripts.

3. Technique of Data Analysis

The qualitative data obtained from the interviews with the teacher and students about the teaching and learning process of speaking by using role play techniques and the classroom observation during the implementation were analyzed qualitatively.

The data are analyzed in four steps. The first step is by collecting all the data such as interview transcripts and field notes. The second step is data

reduction. In this step, the data is selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. The next step is display. The data which have been reduced are then organized and compressed. The display of the data was in the form of text, field notes, and interview transcripts. Then, the last step is conclusion drawing and verification. The conclusion is gained based on the results of the students' performances, field notes, and interview transcripts. Meanwhile, in making conclusion, the collaboration with the other researcher in the field is needed to obtain the valid finding.

E. Validity and Reliability of the Research

To get the validity of the research, Anderson et al. (1994) in Burns (1999: 161-163) states that there are five criteria of validity: democratic validity, result (outcome) validity, process validity, catalytic validity, and dialogic validity. In this research, the researcher used these five criteria of validity.

- 1) Democratic validity is related to research members' chances to give their opinions, ideas and comments about the implication of the action research. From the beginning, the researcher and the research members worked together in determining the manageable problems and discussing the actions that were implemented. The researcher conducted interviews to ask the students' and the teacher's opinions, ideas and suggestions after the action. Their opinions were used to improve the next action plan.

- 2) Outcome validity, which is related to the notions of actions leading to outcomes that are ‘successful’ within the research context. In the research, the notions of actions mostly came from the teacher. This validity depends on the validity of the research process. In this research, the process was related to the results in improving students’ learning of speaking.
- 3) Process validity meant that actions done in the research can be reliable. In this research, the process was done through cycles. Each cycle consisted of planning, implementation, evaluation, and reflection steps. The process involved some different data resources and it was followed by some proofs to show that the process is believable.
- 4) Catalytic validity, which is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they could make changes within it, or by monitoring other participants’ perceptions of the problems in the research setting. This validity was reached by giving chance to the teacher and students to deepen their understanding on the use of the Jigsaw technique in the speaking teaching and learning process through monitoring their roles and discussion
- 5) The dialogic validity meant that the research members could participate in the process of research. This research involved the teacher as the person who was related to the English learning and teaching process directly. Besides, the research members could participate during the research process.

To enhance the trustworthiness of the data in analyzing the data, the researcher uses triangulation. Burns states that triangulation is a way of arguing that if different methods of investigation produce the same result then the data is likely to be valid. Furthermore, Burn (1999:164) proposes four forms of triangulation. They are as follows:

a. Time triangulation

Time triangulation means that data were collected at one point in time or over a period of time to get a sense of what factors were involved in the change process.

b. Space triangulation

In this form, data were collected across different subgroups of people to avoid the limitation of studies conducted within one group.

c. Investigator triangulation

In this way, more than one observer was involved in the same research setting to avoid the biased interpretation.

F. Procedure of the Research

The researcher used the procedure of Action Research proposed by Kemmis and McTaggart with some modifications. The procedure is explained briefly as follow:

1. Reconnaissance

In this step, the researcher carried out the research collaboratively with the English teacher in the school and also another research team member in the

school. Moreover, in this step, the researcher found out information concerning on the students' learning of speaking. The researcher observed the English teaching and learning process and interviewed the English teacher and the students to identify the existing problem on the students' learning of speaking. After that, she determined some plans related to the problems on the students' learning of speaking in terms of students' speaking skill and students' behaviors, especially students' self confidence. By using role play technique in the teaching and learning process of speaking, she hopes that the students' speaking skills will improve.

2. Planning

After identifying and selecting the problems that were serious and feasible to be solved, the researcher and the English teacher planed some actions to be implemented. Considering the identified problems, both the researcher and the English teacher agreed to use a role play as the technique to improve the students speaking skill.

4. Action and Observation

After planning had been made was agreed together, the actions were implemented in the class. The teaching and learning process were observed and recorded in the form of field notes, and some changes were made in relation to the students learning process.

In this stage, the researcher also identified some problems that appeared during the teaching and learning process. The implementation of the actions

during the teaching and learning process were observed by the teacher to give the researcher feedbacks on his teaching techniques. Based on the observations and interview of students' responses in the actions, the research members discussed the implementation. They evaluated the implementation of the actions to improve the next actions.

5. Reflection

All the members of the research discussed circumstances. The reflection was done by the researcher cooperate with the English teacher. The discussion was done in order to evaluate the process and the result of the action. Then, researcher analyzed the weaknesses of the action and tried to figure out the solution. In the discussion, the researcher and the collaborator evaluate the actions by focusing on the actions that were successful or failed.

CHAPTER IV

THE RESEARCH PROCESS, FINDING AND INTERPRETATION

A. Reconnaissance

1. Identification of the Problems

To identify problems emerging in SMP Muhammadiyah 3 Yogyakarta, classroom observations and interviews were conducted and the teaching-learning process was observed. Meanwhile, the English teacher and the students were interviewed. Based on the classroom observations made, the vignette is presented below.

Vignette

Day/date : Wednesday, 24 July 2013
Time : 9.00-10.40 WIB
Place : Classroom of VIII A
Activity : Observation
Respondent : 1. English teacher
2. Students of VII A
3. Researcher

The English teacher entered the classroom. Then, she greeted the students by saying “*good morning class*” followed by “*how are you today?*”. The greetings were responded by saying “*good morning, Ma’am. I am fine and you?*”. She answered “*I’m very well too, thank you*”. After that she asked them whether there was any homework or not. “*Do you still remember about the last material?*”. Then, they answered loudly “*Yes Ma’am. Tentang describing people*”.

Afterwards, the teacher asked, “*Open page 20 and look at the picture. Read the conversation in the picture.*” The students paid attention to the pictures in the text book. Then, the conversation was practiced by the students who were

appointed but they were reluctant and shy to practice it. They made some mispronunciation while reading the conversation and other students laughed at them. The teacher only kept silent without correcting them. Some questions were asked from the text book to the students orally, but none of them answered her. Finally, the teacher pointed a student to answer the question.

Then, the teacher gave explanation about the function and characteristics of the analytical exposition text based on the material from the text book. Many students did not pay attention to the teacher's explanation, so that the class became very noisy. They were chatting and joking with other students, playing cell phones, and reading comics. Even, there was a student who felt sleepy in the classroom.

The task given was about question-answer from textbook. Some students were doing the task seriously meanwhile the others copied the answers from their friends. Fifteen minutes later, some students looked panic because they did not finish the task yet. The answer of the first question was answered orally by the researcher. But, none of them answered her question. Finally, some students were pointed to write the answers on the whiteboard.

After the first activity was done, the conversation activity was practiced in front of the class. The situation in the classroom shows that there were many students who were nervous. They pointed each other because they did not want to practice the conversation in front of the class. Finally, one of the students was pointed with her tablemate to practice the conversation in front of the class. They went to the front of the class and practiced it with her friend. Her voice was so soft and almost could not be heard. The teacher asked them to speak up. Then, the voice became louder but they made some missing-pronunciation. After that, she was noticed and corrected it.

The observation of the English teaching-learning process was observed in the school. She also interviewed the students to identify the problems. It is presented on the interview transcript below.

R : *Pengen tidak bisa ngomong pakai bahasa Inggris?*
Do you want to be able to speak English?
S : *Ia mba pengen tapi malu, Mba.*
Yes, I do. I want to speak English but I am ashamed, Miss.
R : *Kenapa malu memangnya?*
Why are you ashamed?

S : *Malu kalo nanti pas ngomong salah, Mba.*
 I am ashamed if I make a mistake in speaking, Miss.
 Appendix D/Interview 1

R : *Kesulitannya apa kalau belajar speaking?*
 What are the difficulties in learning speaking?
 S : *Kata-katanya sulit untuk diucapkan, Mba.*
 The words are difficult to be pronounced, Miss.
 R : *Selain itu ada lagi tidak?*
 Anything else?
 S : *Banyak arti kata yang tidak tau aku, Mba.*
 I don't know the meaning of many words in English, Miss.
 Appendix D/Interview 2

R : *Saat pelajaran bahasa Inggris sering ada latihan speaking tidak?*
 Are there any speaking practices during the English lesson?
 S : *Jarang ada latihan speaking-nya, mba. Kebanyakan aktifitasnya cuma mengerjakan latihan di buku dan textbook.*
 There are only few speaking practices during the English lesson, Miss. Almost all the activities are dominated by doing exercises in the textbook.
 Appendix D/Interview 3

Considering the results of the interviews and classroom observations, there were field problems from the students in learning speaking. The interaction between the teacher and the students had less communication. The learning process was not interesting enough. Many of them had difficulties in learning speaking and they were very passive. They were afraid and reluctant to speak English because the teaching and learning process was not interesting.

Many problems and obstacles were found in class VIII A. Most of them were not interested in speaking class and English teaching learning process. They felt unconfident to speak English and they were passive during English learning.

They also thought that their English speaking skills were still low. The problems are presented on the following table:

Table 3. The field problems found during the teaching and learning process

No	Problems	Code
1.	The students had less opportunity to speak in front of the class. So, they felt shy to speak in front of the class.	M
2.	The students lacked vocabulary.	S
3.	The students had difficulties in pronunciation.	S
4.	The atmosphere of the class did not support the teaching and learning process.	F
5.	The students had low motivation in learning English, especially in speaking activity.	S
6.	The students were never given opportunities to speak English.	S
7.	Some students often made noise in the class.	S
8.	The materials given were not interesting so that the students were getting bored	M
9.	Some students tend to be passive in the speaking class.	S
10.	The teacher accent and pronunciation were still influenced by his mother tongue.	T
11.	The teacher's explanation was very fast and the students were shy to complain it.	T

M: Material

S: Students

F: facilities

T: teacher

2. The sharpening of the problem

Based on the identified problems, it could be seen that the problems which occurred in the English teaching learning process were related to the teacher, the students, and the learning material. However, considering the limited time and energy, it was impossible to cover all the problems through this research. Therefore, the research would only concern to solve the problems related to the students' speaking skill. The problems are listed in the following table:

Table 4. The problems which influenced the students' self confidence in speaking practice

No	Problems	Code	Problem Solving
1.	The students were not confident in speaking practice.	S	Implementing role play technique.
2.	The students lacked vocabulary.	S	The students got many vocabulary lists that are suitable with their materials.
3.	The students had difficulties in pronouncing some words	S	The students got some techniques and the phonetic transcripts to pronounce the English words.
4.	The students were never given opportunities to speak English.	S	The students got more chance to speak in front of the class to minimize the shyness.

The phenomenon happened in the English teaching and learning process in SMP Muhammadiyah 3 Yogyakarta especially class VIII A. based on the observation, there were some problems. Therefore, the focus of the research was decided to select the activities done in the classroom. It was expected that by overcoming the problems, like providing the authentic tasks which give the learners opportunity to practice speaking in context, the other problems would be overcome.

In addition, the role play techniques were used in the actions. There are some reasons why she chooses role play in teaching speaking. First, role play technique provides authentic materials are more effective technique in the target language because it facilitates the students to do the conversations class. Second, by using role play technique, the students are more confident to explore their speaking ability in the speaking practice. The last, role play can help the teacher to manage

the classroom to be more active and enjoyable place where the students can learn what they need and what they want. Thus, one of many ways to solve the problems above was implementing role play technique in their speaking teaching and learning problems.

B. Report of Cycle I

1) Planning of Cycle I

The implementation of role play technique was planned and conducted by the teacher and the researcher. The researcher did two cycles. In the teaching and learning process, the teacher acted as the observer and the researcher acted as the teacher. This formation hopefully could maximize both the researcher's and the teacher's performance during the action to overcome the feasible problems.

In this cycle, there were three actions applied in the teaching speaking process. The actions are as follows:

1. Teaching pronunciation
2. Presenting materials using media of role play techniques.
3. Implementing role play techniques in teaching speaking.

Before the actions, lesson plans were prepared by using three-phase method (presentation, practice and production). The implementations of the actions were used as the formulations to overcome the feasible problems.

a. Teaching pronunciation.

The focus of the pronunciation has been generally on accuracy of sounds and stress at a word level. The interactive aspect of pronunciation as well as other

aspects of English can be emphasized by the use of role play techniques. In classes where these techniques are employed, they help to reduce the stress that accompanies oral production in foreign language. They are fun, entertaining and relaxing. Moreover, they also increase learner confidence, because they help learners to speak more clearly, more loudly and in a variety of tones.

b. Presenting material using media of role play techniques.

The media, such as role cards, cue cards and pictures would be provided to motivate the students more confident to speak English. Moreover, it made them active and imaginative. In addition, the media would also be used to deliver the presentation and explain the teaching materials.

c. Implementing role play techniques in teaching speaking.

Based on the identified problems, it could be seen that the students were not confident to speak English. Therefore, in the production, the students were asked to perform role plays in front of the class to improve their confidence to speak English by using role play technique.

2) Actions of Cycle I

The implementation of the actions in Cycle 1 was conducted in two meetings. The meeting were conducted on Tuesday, August 20th 2013 and the second meeting were conducted on Saturday, August 24th, 2013. The material was language functions consisting: *asking, giving and refusing something*. In this cycle, the actions were implemented while the collaborator took notes on the back side of the class to observe the teaching-learning process. The data during Cycle 1

was collected through classroom observation and interview. There were actions in two meetings applied in the teaching speaking process as follows:

a) First Meeting

In the first meeting, the teaching-learning process started by greeting the students and asked them readiness to study. The materials about “*asking, giving and refusing something*” were explained and the theme was “*shopping*”. The researcher used PPP syllabus design during the teaching and learning process of speaking.

R entered the class with the teacher and collaborator. Then, R greeted the students “*Hello, good morning class? How are you today?*” The students replied “*Hello Miss, good morning. I’m fine. And you?*” She said “*I’m fine too.*” After that, she asked the Ss attendance before she started the teaching and learning process. *Now it’s time to start the lesson. Are you ready?*” They answered at once “*Yes. Ready Miss.*”
Appendix C/field notes 1

The teaching-learning process began by greetings. After that, some pictures of the things sold in the grocery shop were shown to warm up the students. Then, they pronounced them by following the teacher. The students were really excited to join the activities. They had difficulties to pronounce “onion” and “garlic”. Moreover, they were confused with the meanings of “onion and garlic”.

R showed some pictures of things in the grocery shop. Then she asked “Do you know all these things in the grocery shop, class?” and Ss answered enthusiastically “Yes, Miss”. While showing the picture, R pronounced it and asked Ss to repeat after her. However, they had difficulties to pronounce the word “*onion*”. They said “Miss, /’on.ion/ tuh apa ya?” then the question was answered “onion itu kalau dilafalkan menjadi /’ʌn.jən/ bukan /’on.ion/ artinya bawang merah”. There were many students who got confused about the meaning of garlic and onion.

“Miss, Kalau bawang merah tuh onion atau garlic ya miss? Aku lupa sampe-sampe suka keliru” students asked”. Then, the answer was given “onion is bawang merah and garlic is bawang putih. Do you get it?”. Ss answered “Yes, Miss”
 Appendix C/field notes 2

The teaching and learning process of pronouncing the words was implemented successfully after the students answered the questions orally about the things sold in the grocery shop. Although there were only few students who know the meaning of the English words because they lacked of vocabulary. It can be shown that when she asked the questions using English, she could increase the student's opportunities to speak English in the class during the teaching and learning process and make them more familiar with English words.

R : *Tadi paham tidak saat saya menerangkan pelajaran memakai bahasa Inggris?*
 Do you understand when I explained the lesson in English?
 S : *Ngerti kok Miss, tapi tadi aku bingung artinya “onion” ma “garlic”.*
 Yes, I do, but I'm still confused the meaning between onion ma garlic.
 R : *Oh iya, tapi kamu jadi paham ga setelah saya terangkan? Terus apa kalian seneng pas liat gambar dari saya? Kalian ngerti tidak cara bacanya?*
 I see, do you understand after I explain the differences between onion and garlic? Then, Are you happy when you see some pictures from me? Do you understand how to pronounce it?
 S : *Aku jadi paham miss. Aku juga seneng banget soanya Miss anna kasih liat gambar- gambar pas nerangin jadi aku ngerti.*
 Yes, I do. I understand. I am very happy because Miss Anna showed pictures when explaining the lesson. So I can get the point.
 Appendix D/Interview 4

The students' pronunciations were corrected in every meeting by giving feedback after they performed orally in front of the class.

R : *Ada kesulitan tidak saat saya menerangkan pelajaran memakai bahasa Inggris.*
 Do you have any difficulties when I explained the lesson in English?

S: *Pas awal-awal ada yang tidak mudeng tapi ngerti ko aku maksudnya.*
At the first time, I was a little bit confused but I know what you mean.

R: *Tidak harus mudeng semuanya ko, yang penting kamu tau maksudnya saja sudah bagus banget. Tapi minggu depan harus belajar cara bacanya lagi ya.*
You don't need to understand all the words I said. It's great if you have understood what I mean but you should try the way to pronounce word again.

S: *Beneran miss? Ok, aku akan belajar, Miss.*
Are you sure? Ok, I would like to study again, Miss.

Appendix D/Interview 5

In teaching the learning materials, the teacher showed the patterns of the expressions of asking, giving and refusing something and giving them some example of the expression. Then, the students discussed some the examples of asking, giving and refusing something in the form of sentence. This way was aimed at increasing the students' understanding to use those expressions.

Table 5. The material of asking, giving and refusing something

Asking for Something	Responding to the expression of asking for something
<ul style="list-style-type: none"> ➤ I would like to have... ➤ Can I have ...? ➤ Can you give me ...? 	<p>Giving for something</p> <ul style="list-style-type: none"> ➤ Here you are ➤ This is for you <p>Refusing for Something</p> <ul style="list-style-type: none"> ➤ Sorry, I don't have

After explaining and giving an example, the researcher asked the students whether they would ask some questions about the materials explained, but only one student asked the question. It seemed that most of the students were still passive in joining the teaching and learning process. It can be seen in the field note.

R asked the students whether they had any questions or not.

“Bagaimana? Ada pertanyaan nggak? Kok diam aja ya dari tadi?”.
(Is there any Question? Why did you keep silent?) There was no
students answering the researcher’s question, only some students said
“no”, the other students just kept silent and smiled.
Appendix C/Field note 3

The material was given for increasing the students’ understanding to use those expressions. The expressions were explained then the students were asked to repeat the words. After that, the students were divided into two groups to practice conversation based on the dialogue in front of the class. The activities were in the form of performing dialogue in front of the class. Here, the practices focused on building the students’ vocabulary, pronunciation, accuracy and fluency in speaking. It is supported by the following quotation.

Both of them went to front of the class and practiced the dialogue. Alissa as a customer and Sherli as a shopkeeper. The conversation was begun based on the text. The customer said *“Excuse me. I would like to have a kilo of sugar, please?”* Sherli as the shopkeeper answered *“Sure, this is for you”*.
Appendix C/Field note 5

The students became ready by having more practices when they were invited to perform the role plays. When they performed role plays, they were not confident to speak louder because they felt shy to speak in front of the class. By having practice, the students could have experiences to speak English in front of the class, so they could be more confident and brave to do the role plays. It can be seen in the following interviews.

R :*Menurut bapak bagaimana speaking tasks yang saya berikan kepada siswa.*
What do you think about the speaking tasks that I gave to the students?
ET:*Bagus mba. Dengan banyak mengerjakan speaking tasks siswa*

menjadi lebih siap untuk melakukan role play.

It's good. By having more practices through the speaking tasks, the students can be more ready in performing the role play.

Appendix D/ Interview 6

By performing the role plays, there were some media used in every meeting. The first was a role card. It was a card where rules of the role plays were written. Moreover, it was very helpful for the students to understand easily the rules of the role plays and everything that they had to do during the performance. It can be seen in the following interviews.

R: Paham tidak dengan aturan role play-nya tadi?

Did you understand the rules of the role play today?

S: *Paham mba, kan tadi aturanya sudah ada semua di kartu yg mba anna kasih.*

Yes, I did. I understood because the rules were already written in the card you gave to me, miss.

R: *Tadi menurut kamu role card yang saya berikan berguna tidak?*

Did you think that the role card I gave you today was useful?

S: *Role card yang apa to, Mba?*

What do you mean by role card, Miss?

R: *Itu lho kartu yang isinya aturan role plays yang tadi saya berikan.*

The card that contains the rule of role plays I gave you in the learning process.

S: *Oh yang itu mba. Iya berguna, soalnya aku jadi tambah ngerti aturan role play-nya kalau memakai kartu kaya gitu, Mba.*

Oh, I see, miss. Yes, it was useful. I could understand the rules of the role play easily if I used that card, Miss.

Appendix D/Interview 7

However, everything had been already listed in the role card, the researcher kept checking the students' work to make sure that they had prepared the right role play performances.

R moved forward to each group to ensure that Ss had already understood about what Ss have to prepare for their role play performances.

Appendix C/ Fieldnote 6

The second media were cue card. It was a card where the task of each actor was listed. The students could check what they had to do during the role plays in this card. Furthermore, the students could also bring this card during the role play performances. It was designed based on the setting and the situation of the role plays. The setting of the role play was in the grocery shop where the actors were shopkeepers and customers. Therefore, the cue cards were designed in the form of a price list and a shopping list. The price list was held by the shopkeeper to check the price of things that the customers bought. Then, the shopping list was held by a customer to check things that he/she wanted to buy.

<p>R: <i>Tadi kamu berperan jadi shopkeeper ya pas role play?</i></p>

Did you act as a shopkeeper during the role play today?

<p>S: <i>Iya, miss.</i></p>

Yes, I did.

<p>R: <i>Ngomong-ngomong tadi daftar harganya berguna tidak?</i></p>
--

By the way, was the price list useful for your performance?

<p>S: <i>Berguna banget mba. Aku bisa lupa mas harga barangnya kalau tidak bawa daftar harga.</i></p>

Yes, it was. It was very useful for me, Miss. I could forget the price of the things I sold if I did not bring the price list.

Appendix D/Interview 8

In addition, by using the cue cards, the students could remember what they had to say when they were confused during the role play performances. It was because every student held a cue card when they were performing the role plays in front of the class. Therefore, they could check what they had to say and do in their cards immediately when they forgot something. It is supported by the

following dialogue.

<p>R: <i>Menurut kamu kartu yang kamu bawa saat role play tadi bisa membantu kamu lebih mudah berbicara?</i> Did you think that the card which you brought in the performance could help you to speak?</p> <p>S: <i>Iya mba.</i> Yes, miss.</p> <p>R: <i>Kenapa berfikir begitu?</i> Why do you think so?</p> <p>S: <i>Kan bisa lihat di kartunya kalo lupa mau ngomong apa.</i> I could see the card if I forgot what I wanted to say.</p> <p>Appendix D/Interview 9</p>

The last media were pictures. The pictures were used to make the role plays more interesting and make the students more enthusiastic in performing the role plays. Moreover, the pictures were also used to create the situation of the role play be closer to the target situation.

<p>Some pictures of things sold in the grocery shop were showed. While showing the picture, R pronounced it and asked Ss to repeat after her. After that R asked Ss "<i>Do you know all these things in the grocery shop class?</i>" And Ss answered "<i>yes, I know sir.</i>"</p> <p>Appendix C/ Field note 4</p>
--

<p>R: <i>Apa yang membuat kamu suka dengan role play hari ini?</i> What can make you like the role play today?</p> <p>S: <i>tadi ada gambar-gambarnya Miss, jadi terasa kaya jualan beneran.</i> There are pictures used in role play, miss. So it really looks like to sell something.</p> <p>Appendix D/Interview 10</p>
--

According to the English teacher, the researcher had been successful in using the media to motivate and attract the students' attention so they were very enthusiastic to join the activity. It can be seen in the interview below.

R : *Bagaimana menurut ibu tentang media yang saya gunakan dalam role play?*

Then, what do you think about the media that I use for the role play, Ma'am?

ET: *Saya kira untuk media tidak ada permasalahan dan sudah cukup bagus. Kelihatannya tadi anak-anak senang saat melakukan role play menggunakan media.*

I think there is no any problem about the media, it is good. The students look happy when perform the role play using media.

R : *Bener bu selain mereka merasa senang tadi saya lihat anak-anak juga antusias sekali memperagakan role play didepan kelas.*

Yes, it's true. Beside they are happy I also see the students are enthusiastic to perform the role play in front of the class.

Appendix D /Interview 11

b) Second Meeting

To begin the lesson in the second meeting, the last material about “*asking, giving and refusing something*” was reminded. After that, pre-teaching was conducted by warning up the students.

R asked Ss about the last meeting “Do you still remember about the material in the last meeting? Ss answered compactly “yes miss, it's about asking, giving and refusing something”.

Appendix C/field notes 5

The materials were repeated to make the students remember about the materials and make them interested in the last materials. She tried to activate the students' spirit by involving their minds in question and answer activities leading to the topic and intended competency from the last meeting.

R asked the students readiness to perform role plays “*OK class today we are going to do role plays by using role play technique. Do you bring the material from the previous meeting?*” But some students did not bring the script. A student said “*Oh ya ampun Miss, I'm forget bawa teksnya*” Then she replied “*It's OK. I bring some scripts for the students who don't bring the script. But now I want to check your pronunciation again. Who don't bring the script can join with your friends in group. I will give you 20*

minutes to prepare your performance in front of the class. Check in your dictionary if you cannot pronounce some words or you can ask.”
Appendix C/field notes 7

Then they started to join with their own group and practiced more. They looked excited. Every student prepared their performance then after the time is up, the students were asked to perform it in front of the class. Then, they performed role play in pairs. While one of the groups was performing their role plays, some of the students tried to repeat what the player said. The class became noisy because the others looked very enthusiastic.

To make the students aware of how well the performance, the reward was given after each group played. For example “*Wow, you did it well*”. Reward and applause were given for their performance. Every student gave applause for their job. They felt happy because they can perform in front of the class successfully. “*yeah, we can speak English Miss*”. Another student replied “*yes miss, we are not bored and confident to speak English.*” And then she smiled and replied them “*if you try, you can do it. Good Job*”.

R : “*Menurut Ibu, apakah tehnik role play pada cycle ini efektif?*”

Was the role play technique in this cycle effective, Maam?

ET: “*Tentu saja. Anak-anak tampak aktif ketika melaksanakannya. Sepertinya mereka sudah paham benar dengan tugasnya. Jadi masing-masing kelompok bisa menyelesaikannya tepat waktu.*”

Yes, of course. It seemed that the students joined the activity actively. I think they really understood the task so that each group could finish on time.

R : “*Bagaimana dengan interaksi siswa selama pelajaran tadi, Bu? Apakah masih malu dalam melakukan percakapan?*”

What is your opinion about the students’ interaction during the learning process, Maam? Are they still shy to do the conversation?

ET: “*Menurut saya mereka paling tidak sudah lebih interaktif ketika mengikuti proses pembelajaran. Tetapi masih ada sedikit murid yg*

malu”

I think at least they were more interactive when they joined the lesson. However, there were many students who were shy during the lesson.

Appendix D/ Interview 13

3) Reflection of Cycle 1

After implementing the actions in the first cycle, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interviews with the teacher and the students. The reflection was used to plan the actions that would be implemented in the next cycle.

There were some responses toward the implementation of role play technique in the first cycle. Role play technique is motivating technique. It is because role play technique made the students more enthusiastic and gave higher motivation to the students in the English class. The teacher's opinion can be seen in the interview transcript below.

R: *Bagaimana menurut ibu tentang role play technique?*

What do you think about role play technique, Ma'am?

ET: *Menurut saya role play adalah teknik yang bagus untuk belajar speaking. Siswa dapat belajar dengan baik memakai tehnik role play dan dapat meningkatkan motivasi siswa belajar berbicara.*

I think it was a good technique for learning speaking. Students can learn well by using the role play technique and help them to have higher motivation in speaking.

Appendix D/ Interview 14

From the interview transcript above, the teacher said that the students' motivation increased in learning speaking because by using role play technique, the students had opportunities for learning a part of the overall lesson to

accomplish the task. Each student also needed to share and exchange the information to the others. It can be seen in the interview transcript below:

R : *Bagaimana menurut kamu tentang materi pakai tehnik role play?*
 What do you think about the materials through role play technique?
 S : *Menurut aku aktifitasnya nyenengin miss karna ada gambarnya gitu. Aku jd termotivasi belajar speaking. Aku pengen bawain materi dengan baik.*
 I think it is good activity because there are pictures, Miss. I am motivated to learn speaking. I need to present my material well.
 Appendix D/ Interview 15

R: *“Kalau kegiatan selanjutnya role play lagi gimana? sulit gak?”*
 What if we have role play again in the next meeting? Is there any difficulty?
 S: *“Ngga Mbak. Aku malah seneng Mbak, kalau pakai role play lagi. Aku jadi termotivasi gitu Mbak pas speaking, pas presentasi lagi. Biar teman-teman sekelompokku mudheng semua, sekalian aku latihan speaking juga Mbak. Kan aku jadi tahu cara ngomongnya gimana.”*
 No. I feel excited indeed if using role play again. I feel motivated when speaking and present the material. Thus, my friends can understand. Also I can practice my speaking. So I will know how to pronounce it correctly.
 Appendix D/ Interview 16

Moreover, the students interested and enjoyed during the English learning process. This technique also reduced the students' reluctance to participate in the classroom activities and helped them create a learner-centred atmosphere. The students did not have any difficulty anymore in learning English. It can be seen in the interview transcript below.

R: *Sulit ga belajar bahasa inggris pake role play?*
 Is there any difficulty in learning English using role play?
 S: *Ngga, Miss. Aku ngga punya kesulitan dalam peajaran Bahasa Inggris kalau belajar menggunakan role play seperti tadi. Soalnya, menurut saya menarik dan saya jadi punya motivasi buat belajar.*
 No, I had no difficulty in learning English in using role play because it was interesting and it was motivating.
 Appendix D/Interview 17

Role play helped the students to increase their self-confidence because this technique improved the students' opportunity to talk, especially in English. This technique allowed the students to practice their speaking through performance. They often felt nervous when they had to perform in front of the class. It is difficult to them to understand that any aspects of their performance were assessed by the teacher. However, they could perform freely because they were involved in the group discussion. It made them less worried and more confident. These can be seen in the interview transcripts below:

Saya tadi PD kok Miss pas presentasi. Kan sudah diskusi sebelumnya sama teman-teman di grup. Lagian, presentasinya di grup, jadi Saya ngga malu atau takut.

I felt confident when doing the presentation. I have discussed the material before with my friends in my group. Besides, the presentation was conducted in group so that I did not feel shy or afraid.

Appendix D/ Interview 21

R : *"Terus waktu presentasi gimana? Bisa?"*

So, how is the presentation? Can you do it?

S : *"Bisa mbak. Pertamanya agak nggak PD mbak. Tapi teman-teman yang lain juga pada presentasi. Jadi enak aja kesananya, nggak nderedeg lagi. Jadi PD. Malah seneng mbak, jadi kaya diskusi tapi pakai bahasa Inggris semua."*

Yes, I could. I was a little bit unconfident at the beginning. But, my friends did the presentation too. So, it ran well, I did not feel nervous anymore and became confident. It was fun more like having a discussion but using English.

Appendix D/Interview 18

Moreover, the students' self-confidence increased due to each student's contribution to finish the task. By using role play technique every student could give their contribution. It makes the students feel confident to speak in English.

Besides, this technique includes a discussion. It was easy for them to perform their materials. These can be seen in the interview transcripts below.

Aku PD Miss pas presentasi. Aku kan harus bikin teman-teman mengerti sama segmen punyaaku too. Kalau Saya ngga PD, nanti segmenku jadi ngga benar isinya. Terus juga, gampang Miss. Karena, sudah diskusi di grup.

I felt confident when doing the presentation. I must make my friend understand about my segment. If I did not feel confident, I was afraid that the content of my segment would be incorrect. Moreover, it was easy. Because, it has been discussed in my group.

Appendix D/ Interview 20

R : Tadi pelajarannya gmna? Seneng engga?

How about the materials? Were you felt happy?

S : *Iya mbak, nyenengke belajarnya, banyak tanya jawab sama teman-teman. Aku suka, jadi PD juga pas ngomong bahasa Inggris. Udah gitu, aku jadi nambah kosakata, ngerti cara mbacanya juga. Jadi ngga bingung mau ngomong apa pake bahasa Inggris*

Yes, Miss, it was fun, I had a lot questions and answers with my friends. I like it, so I felt confident to speak in English. Moreover, I have more vocabulary and also I know how to pronounce them. Thus, I am not confused to speak English.

Appendix D/interview21

Besides, the students found some easy ways to study English, which is in groups. In groups, they could understand English faster and they could discuss it with their group. They said that in groups, they could ask each other if they did not understand the lesson.

Iya Mbak. Kita saling kasih tau bacanya gimana, ada yang nyari artian katanya, terus bisa saling nerangin ke teman-teman lain. Aku jadi cepet paham, terus ngga ngantuk selama belajar.

Yes Miss. We shared each other how to pronounce some words and some others found the definition and explained them. I could easily understand, and I was not sleepy during the learning.

Appendix D/Interview 15

P : “*Terus kalau kamu sendiri speakingnya gimana?*”

And how is your speaking skill?

S : *“Jadi lebih bisa mbak. Tadinya aku banyak yang ngga ngerti cara bacanya gimana, sama ngga ngerti kata-katanya. Abis diskusi sama teman-teman, jadi ngerti. Kan kalau presentasinya benar, yang di role play group paham aku presentasi isinya apa”*

It is better. At the beginning, I did not understand many words, the pronunciation and the meaning of them. After I had the discussion, I understood. If I did the presentation well, the members in my role play group would get what I have presented.

AppendixD/Interview 19

P : *“Kan kegiatan seperti tadi itu masih baru buat kalian, menurut kamu pengaruhnya positif atau negatif terhadap pelajaran speaking?”*

The activity is a new thing for you, so what do you think of its impact? Is it positive or negative in your learning speaking?

S : *“Emm, menurutku si positif. Kan belum pernah jadinya menarik. Biasanya kita Cuma pas dialog sama ditanya guru kalau speaking. Tapi tadi, kita bisa presentasi pakai bahasa Inggris. Jadi tau, salahnya dimana.”*

Emm, I think it is positive. Since it is new for us, it is interesting. Usually, we learn speaking when having dialogue and being asked by the teacher. But in this activity, we can do presentation using English. Thus, we know the mistake we have made.

AppendixD/Interview 20

Based on the responses above, the reflection of the implementation of the role play technique in this cycle can be seen as follows:

- a. The use of role play technique gives the positive effect to the class activity.
The students motivated to join the speaking class. They were enthusiastic in learning process.
- b. The role play technique is very interesting in improving the students' self-confidence to speak English. The students had no difficulty in learning speaking because they were interested using role play techniques.
- c. The role play technique helped the students increasing their self-confidence.
The students had more opportunities to practice their speaking before they

performed the role plays in groups. They performed in group to exchange and share their knowledge. This technique also reduced the students' reluctance to participate in the classroom activities and helped them to create an active learner-centered atmosphere. Therefore, each student contributed in finishing the task.

- d. This technique also improved students' speaking skill. Giving pronunciation feedback gave positive effect. They became understood to pronounce English words appropriately. Moreover, it is easier to the students to understand the material. By using role play technique, they feel that role play technique increase their enthusiastic to study hard. This technique is also used in groups. In groups, they can understand English faster and they could discuss it with their group. They said that in groups, they could ask each other if they did not understand the lesson.

However, the students could indicate the successful actions to improve students self confident in Cycle I but the researcher still found some problems in this cycle. The problems include the following points:

1. Some students were still ashamed to speak English because they were afraid of making mistakes.
2. There were students who are still reluctant to do the oral activity confidently because they wanted to make group discussions.
3. Some students made a noise after doing role plays. This disturbed other students who were performing the role plays in front of the class.

Furthermore, the problems above would be the main consideration to plan the actions in Cycle 2.

C. Report of Cycle II

The first Cycle had been done and it continued in Cycle 2. It was conducted on August 27th and September 3th, 2013. In the second cycle, role play technique was still used in Cycle II because based on the interviews with the students and the teacher that there were no significant weaknesses related to role play technique. In Cycle II, the researcher just wanted to know the consistency of the improvement in students' learning of speaking. There were some significant improvements of the students during the English teaching and learning. The students' improvements are presented in this table.

Table 6. The students' Improvement in Cycle I

No	Preliminary condition	Cycle I
1.	The students' motivation in learning of speaking was low.	The students' motivation in learning of speaking improved.
2.	The students were not enthusiastic in the speaking learning process.	The students were enthusiastic in the speaking learning process.
3.	The students were not confident in the speaking practice.	The Students' self-confidence in the speaking practice improved.
4.	There was no students' interaction during learning speaking	The students' interaction during learning process improved
5.	Some students could not pronounce the English words correctly.	Most of the students found it easy to pronounce the English words correctly.
6.	The students' vocabularies were limited.	The students' vocabulary improved.
7.	The students' speaking ability was low.	The students' speaking ability improved in every implementation.

Several actions were implemented in Cycle 1 but there were still many problems happened that role play technique was still conducted in Cycle 2 in

order to solve those problems. In this cycle, there were three actions applied in the teaching speaking process. The actions are as follows:

- 1) Giving feedback pronunciation.
- 2) Asking the students to practice role plays.
- 3) Asking the students to perform role plays.

A. Planning of Cycle II

1) Giving feedback pronunciation.

The previous material about *asking, giving and refusing something* were explained again to make students try to be better in this material about *asking, giving and denying opinion*. In the presentation, the students gave feedback on the students' pronunciation. This activity can make them understand how to pronounce the English words correctly.

R : *"Bagaimana tentang pemberian feedback pronunciation-nya bu?"*

How about the pronunciation feedback, Ma'am?

ET: *"Ya harus dipake lagi ya Mbak Anna, itu sangat membantu siswa biar bisa termotivasi belajarnya lagi. Mereka merasa senang dengan adanya feedback mbak karena Saya sendiri memang jarang sekali kasih feedback."*

You must conduct it again, Miss Anna. It is really helpful for the students, they can be more motivated in learning speaking. They seemed interested by the feedback, because I rarely gave them feedback pronunciation.

Appendix D/Interview 23

2) Asking the students to practice

The reflections of Cycle 1 showed that practicing a lot promoted the students' interaction. The students interacted with other students and the teacher. They were not reluctant to ask, to act, and to help each other how to pronounce

certain words. In Cycle 2, the role play technique was still used to improve students' self confidence in speaking practice because it can motivate students to speak English and promote the students interaction in the classroom. The practice was still needed in accomplishing the task given and it was done in groups.

ET : *"Di cycle 2 ini, tehniknya masih pakai role play ya Mbak?"*
 In Cycle 2, it still uses *role play* Miss?
 R : *"Iya Bu, masih. Gimana Bu?"*
 Yes Ma'am, it does. Is it ok?
 ET : *"Ngga apa-apa Mbak. Itu bagus malah. Seperti di pertemuan kemarin-kemarin itu, anak-anak sangat senang kalau latihannya berkelompok. Jadi, mereka tidak ribut di kelas dan ngga ngobrol sendiri-sendiri. Interaksi siswanya juga bagus, mereka bisa saling ngobrol dalam bahasa Inggris dan membantu satu sama lain."*
 It is ok, Miss. It is good. Just like in the last meetings, the student was very happy had a lot group practice. So, they did not made a noise and talking with their friends. The students' interaction was also good, they could speak in English and help each other
 R : *"Iya Bu, nanti ada latihan speakingnya berkelompok"*
 Yes, Ma'am. There will be speaking practice in groups
 Appendix D/Interview 22

3) Asking the students to perform the activity of role play.

Based on the reflection in Cycle 1, performing role play could improve the students' self-confidence. In Cycle 2, an action to improve the results of the action in Cycle 1 was discussed. The students agreed to ask the students to perform role play activity in group in front of the class without texts. These actions aimed to solve the problems appearing in Cycle 1 by giving the students equal opportunity to practice their speaking and to perform their knowledge about the pronunciation.

ET: *"Terus kegiatan selanjutnya apa?"*
 So, what is the next activity?
 R: *"Ya sama dengan yang kemarin Bu. setiap grup nantinya akan tampil di depan kelas tanpa text. Bedanya kalau yang kemarin grupnya ditentukan oleh guru, sekarang grupnya ditentukan sendiri."*

It will be the same as the previous one, Ma'am. Every group will perform in front of the class without their text. The difference is the group was given by the teacher, now the students can choose the member.

ET: *"kalau begitu saya setuju mba"*.

Oh, I see. I agree with you, miss.

R: *"Iya Bu, pokoknya semua kegiatannya sama dengan di Cycle 1 cuma di cycle 2 ini topiknya berbeda."*

Yes Ma'am, basically the activities are the same as that in Cycle 1. The difference in cycle 2 will be only the topic.

ET: *"Ya sudah kalau begitu mba, semoga di cycle 2 yang kedua ini akan lebih baik lagi hasilnya."*

Ok. Hopefully in Cycle 2, the result will be better.

Appendix D/ Interview 24

B. Action of Cycle II

a) Third Meeting

The reflections of Cycle I showed that the students were interested in learning English by using role play techniques. There were some difficulties in doing the practices, they were still had mispronunciation in speaking. However, implementing the role play technique could improve the students' interest in the speaking class.

Therefore, the role play technique was still used in Cycle 2. In relation with the result of the reflections in Cycle I, the students would be given a material about *asking, giving and denying opinion* in Cycle 2. In the third meeting, the teaching-learning process started by greeting the students.

R entered the class with the teacher and collaborator. Then, R greeted the students *"Hello, good morning class? How are you today?"* The students replied *"Hello Miss, good morning. I'm fine. And you?"* She said *"I'm fine too."* After that, she asked the Ss attendance before she started the teaching and learning process. *"Anyway, I don't see Diah Adinda here, where is she?"* Some of them responded *"Absent miss."* She asked again *"Does*

anybody know what happen with her?" They shooked her heads and said, "I don't know Miss." Meanwhile, some other said "di surat ijinnya sakit gitu, Miss." She responded, "Oh, I'm sorry to hear that. Let's hope she will get well soon." They said "Amin".
Appendix C/field notes 8

Then, the readiness of the students was checked to start the lesson. Some pictures of clothes were showed to warm up the students. After that they pronounced the words of some clothes.

R explained them *"Ok class, now we learn about asking, giving and denying opinion. Before we learn it, I will show you some pictures of clothes"*. The students replied *"Asik pake gambar lagi"*. She asked again *"Are you ready to pronounce the word from pictures?"* The students answered, *"Yes Miss. We are ready"*.
Appendix C/field notes 9

They were very happy if the teacher used picture when pronounce the word. There were some students who did not made mistakes. Therefore, they were more confident to speak English by using role play technique. After they pronounced the words of clothes, the researcher gave feedback pronunciation to make them understood about the pronunciation of some clothes. Next, the task given was about the material of *asking, giving and denying opinion*.

Table 7. The material of asking, giving and denying opinion

Asking for Opinion	Responding to the Expression of Asking for Opinion
<ul style="list-style-type: none"> ➤ What do you think about...? ➤ What is your opinion about...? 	<ul style="list-style-type: none"> ➤ Giving Opinion <ul style="list-style-type: none"> • I think... ➤ Denying Opinion <ul style="list-style-type: none"> • I don't think so • I don't agree with you

The task given was implemented to give the students more opportunities to speak English before they came in front of the class to perform role plays.

After that, the researcher gave feedback pronunciation about their performance.

This is supported in the quotation bellow.

R asks Ss to do the task in pairs. R moves around the class to monitor Ss. Ss take 15 minutes to complete the task. Then R invites two pairs of students to practice their dialogues in front of the class based on the text. After that R gives feedback about their performances.
Appendix C/field notes 10

By performing the dialogue using the text of language functions, the students became more ready when they were invited to perform the role plays. Furthermore, by practicing the activities, the students could have experiences to speak English in front of the class, so they could be more confident and brave to do the role plays.

R: *Kira-kia kalau sering latihan speaking jadi lebih berani tidak kalau ngomong didepan kelas?*
By the way, do you think that you are more confident to speak English by having many speaking practices?
S: *Iya, Mba.*
Yes, I do, Miss.
R: *Kenapa?*
Why?
S: *Kan semakin banyak latihan bisa semakin bagus mba ngomong Inggrisnya.*
Having more practices can make our speaking better, Miss.
Appendix D/ Interview 12

b) Four Meeting

In this meeting, while the researcher implemented the action, the English Teacher took notes at the back of the class to observe the teaching and learning process. The implementation of classroom English was successful in getting the

students familiar with the English words. The implementation of this action could be seen in the extract below.

R entered the class in the morning, she said “Good morning everyone, are you all well today?” Ss answer the question by saying “Good morning, Miss”. Then, R asked “How are you today?” Ss also answered “Fine thanks, and you?” R said, “*I’m fine too. Thank you. Is anybody absent today?*” They answered “No.” Then she said “Good”. After that she asked Ima, “*How are you Ima? I hope you are well now*”. The question were replied by Ima “Yes, Miss. I’m well. Then she continued, “*All the students are present here. I hope you are all feeling well today*”.

Appendix C/field notes 11

After that, the teacher trained the students to be ready to perform the speaking performance by using role play. In role play performance, they used role cards, cue cards, and pictures.

Time was running. The students looked very busy to prepare good performance before they perform in front of the class. After that, one group was ready to play the role play performance. *Kitty girl* team was the first performance.

After they finished their performance, the collaborator gave applause and reward for their job. “*Guys, you played it well*”. They felt happy for their job. She also gave pronunciation feedback that she has noted. There was a student said, “*Oh iyo nding, I’m forget*.” And the student replayed what she pronounced.”The activity has done. The researcher ended the teaching learning process and closed the class. “*Well, we have finished our job. And this is our last meeting. Thank you for your performance. And we close this class with hamdalah*.” They praised together “*Alhamdulillahirobbil’alamin*.” She said good bye for them and gave spirit to learn about English.

The students smiled and looked happy when they got compliment and also applause from the researcher and their friends. They were happy because they felt that everything what they had done during the performance was appreciated and it made them enthusiastic to join the activity. However, maybe it was only simple thing to give students appreciation for their works, but in fact it gave positive effect for them. Thus, it can be inferred that the use of compliment and appreciation were effective to maximize the students' role play performances. It is supported by the interview transcript blow.

R: *Kamu merasa senang tidak semisal sehabis mengerjakan tugas dapat pujian dan diberi tepuk tangan guru dan teman-teman seperti tadi?*

Do you feel happy after completing the task you get compliment and applause from your friends and teacher?

S: *Iya mas, senang.*

Yes, I do. I feel happy, sir.

R: *Ko senang kenapa?*

Why do you feel happy?

S: *Ya jadi tambah semangat saja mas kalo dikasih pujian?*

It makes me more motivated if I get compliment.

Appendix D/ Interview 20

Based on the observation in the English teaching and learning process, it could be identified that the students were afraid and unconfident to speak English. Therefore, to cover this problem, the role play activities were designed to be performed in groups of four. In this cycle the class was divided into ten groups of role play where there were four students for each group.

In a big group of role play, the students did not speak English alone but they did the speaking performance. Therefore, each student could work collaboratively and support one another during the role plays. From the

interview, the students' self-confidence in speaking practice was improved higher because they felt more comfortable to do the speaking performance in a group. It can be seen in the following interviews.

<p>R: <i>Ngomong-ngomong kenapa lebih suka kerja kelompok?</i> By the way, why do you prefer working in group?</p> <p>S: <i>Kalau kerja kelompok kan bisa saling membantu mba.</i> We can help and support one and another in the group work.</p> <p>R: <i>Kira-kira jadi tambah berani tidak ngomong Inggrisnya kalau pakai role play?</i> By the way, do you feel more confident to speak English through role play activities?</p> <p>S: <i>Iya mba. Jadi lebih berani aku.</i> Yes, I do. I feel more confident.</p> <p>Appendix D /Interview 24</p>
--

C. Reflection of Cycle II

The reflection was based on the observations during the teaching and learning processes in Cycle 2. The implementation of the role play technique was generally successful in improving the students' self confidence in speaking practice. The students were interested in learning English by using role play technique. It can be seen from the field note below:

<p>R : <i>Suka g ma pembelajaran bahasa inggris pake tehnik role play?</i> Do you like the English learning process using role play techniques?</p> <p>S : <i>“suka mbak. Menarik soalnya. Aku sih pengennya besok-besok ada lagi kegiatan kaya role play atau yang lainnya pas belajar bahasa Inggris. Soalnya ngga ngebosenin”</i> Yes, I like it, Miss. It is interesting. I hope there will be some activities like role play or some others when learning English in the next days. Because it is not boring.</p> <p>R : <i>“Bagus itu. Kamu jadi mau belajar terus kan?”</i> That's good. So, you will keep learning, will you?</p> <p>S : <i>“Kalau kaya yang dulu sih, cuma dengerin penjelasan guru, males mbak. Bosen eh, Tapi pake kegiatan yang tadi jadi semangat belajarnya”</i> If it will be like in the past time which was only listening to the</p>
--

teacher's explanation, I will not be interested. It is boring. But if it will use the activity we just had, I will be enthusiastic in learning

Appendix D/Interview 26

P : *"Jujur ya, kegiatan role play tadi membantu kamu ngga dalam latihan speaking?"*
To be honest, did the activity of role play help you in speaking practice?

S : *"Ya, banyak yang aku ngga tau kosakatanya. Tapi makin lama aku makin bisa mbak. Jadi banyak ngerti. Terus kalau ada salah pronunciation itu, suka dibetulin sama teman-teman. Jadi paham yang benar gimana. Lagian kan aku juga banyak tanya sama Mbak. Jadinya yaa, aku sekarang ngga takut salah kalau speaking."*
Yes, there are many vocabularies I did not know before. But, my ability is getting better. I can understand a lot more. Besides, if I had mispronunciation, my friends corrected me. So I could know the correct ones. And also, I asked you a lot. So, I am not afraid anymore when speaking

AppendixD/Interview 22

The responses above indicated that the strategies applied in Cycle 2 were effective to solve the problems. The instructions were provided clearly. It also helped them to improve their self-confidence during performance.

The role play techniques helped the students who were passive in English learning activity because in the previous cycle, the implementations of role play technique affected the students to be active and to be motivated in the class. These can be seen in the interview transcripts below.

Aku juga suka Mbak. Soalnya, ngga ngebosenin. Sekarang aku juga jadi lebih paham gimana cara melafalkan kata. Aku juga bisa latihan speaking pas performance. Sekarang udah ngga bingung lagi mau ngomongnya pakai bahasa Inggris, nyusun kata-katanya untuk speaking gitu.
I like it too, Miss. Because, it was not boring. Now, my understanding about how to pronounce the word is better. I also could practice my speaking when having performance. I am not confused anymore to speak English, like arranging the words to speak.

Appendix D/Interview 20

The role play technique is a motivating technique for the students to learn English. The students could learn by using the role play technique and it motivated them in the class. Moreover, it is an interesting technique which the students could be easily engaged in the learning process. These can be seen in the interview transcripts below.

Menurut Saya, siswa terlihat jauh lebih aktif dengan belajar menggunakan tehnik role play ini, ya Mbak. Mereka juga banyak berinteraksi dengan teman-temannya. Banyak juga kan yang tadi tanya kosakata, pronunciation ke Saya sama Mba Anna. Mereka juga sepertinya lebih punya motivasi belajar. Anak-anak serius saat latihan, mau buka kamus, mau tanya-tanya kalau ada yang tidak dimengerti, ngga rame sendiri-sendiri.

I think, the students were more active by using role play tehnik in their learning, Miss. They also interacted a lot with their friends. There were any of them who asked about the vocabulary, pronunciation to me and Miss Anna. They also seem had more motivation in learning. They were serious in the practice, they opened their dictionaries, they had a will to ask their friends if they had something they did not understand, and they were not only chatting around.

Appendix D/ Interview 27

In addition, they can work together in groups to express their act to understand the material. The students' interaction was improved in terms of learning process. The teacher also assumed that the students were nervous in the English subject before because they were afraid to make some mistakes in speaking. But after using role play, the students were not nervous anymore. They were more confident in speaking. Also, they were more active in the class activities. This technique also helped the teacher to find an alternative way in the teaching learning process. These can be seen in the interview transcripts below.

R : *"Kesanmu gimana belajar dengan kegiatan kayak tadi?"*
What do you think about the learning activity today?

- S : *“Enak Mbak, nggak bosen. Semangat mbak. Jadi aku bisa latihan speaking.”*
Great, it was not boring. I felt enthusiastic. So, I could practice my speaking.
- R : *“Oke, berarti kegiatan tadi cukup menarik ya dik?”*
Ok, it means the activity was interesting enough, right?
- S : *“Iya mbak, nyenengke belajarnya, banyak ngomong sama teman-teman. Aku suka. Jadi PD juga pas ngomong bahasa Inggris. Udah gitu, aku jadi nambah kosakata, ngerti cara mbacanya juga. Jadi ngga bingung mau ngomong apa pake bahasa Inggris.”*
Yes, Miss. It was fun; I could speak more with my friends. I like it. Besides, I felt confident when speaking English. Moreover, my vocabulary was improved, I also know how to pronounce correctly. So, I am not confused and shy anymore in speaking English.
- Appendix D/ Interview 26

The students were more confident because they were familiar with this activity and the teacher motivated them. They did not feel afraid of making mistakes because if they made mistake, their friends would tell them the correct ones. The other members listened to their friends' performance seriously, even some of them noted some pronunciations.

- R : *“Pas performance tadi, masih deg-degan ngga?”*
When doing the performance, did you still feel nervous?
- S : *“Udah ngga dong mbak. Tadi rasanya kaya lagi komunikasi aja depan teman-teman. Tapi bedanya pakai bahasa Inggris.”*
No, I did not. It felt confident like doing communication in front of my friends in English.
- R : *“Masih takut salah-salah ngga ngomongnya?”*
Did you still feel afraid of making mistake?
- S : *“Udah ngga. Kan udah latihan sama latihan sebelumnya di kelompok. Lagian kalau salah, temenku juga ada yang ngasih tau yang benarnya kayak gimana.”*
No, Miss. Because I had discussed and practiced it before in my group. And also, if I made mistake, my friends would tell me the correct ones.
- Appendix D/Interview 23

The teacher also commented that the implementation Cycle 2 had some improvements in students' learning of speaking. The improvements were shown during the teaching and learning process. These can be seen in the following interview transcripts.

*R : Menurut ibu, kepedean siswa di pembelajaran speaking bagaimana?
How is your opinion about their self confidence in the speaking-learning process, Ma'am?*

ET: Kalau tentang PD, iya Mbak, jelas terlihat. Anak-anak sepertinya lebih PD saat speaking. Karena dari kemarin memang anak-anak harus performance, jadi ya, di cycle 2 ini mereka kelihatan lebih PD. Ngga malu-malu lagi, atau takut kalau disuruh speaking ya.

In the matter of their self confidence, it can be seen clearly. They tend to feel more confident in speaking. Because, since last days, they had to do the performance. So, in Cycle 2 they seemed more confident. They were not shy or afraid to speak.

Appendix D/ Interview 27

Giving feedback on the students' pronunciation which was applied in role play technique gave a positive effect. It can be seen from the students' improvement in pronouncing the words. They became more confident in practicing speaking performance in front of the class. It can be seen in the interview transcripts below.

P: "Gimana dengan feedbacknya? Apa ada pengaruhnya?"

What was the feedback? Did it have any effect for you?

S: "Jelas dong Miss, selain saya jadi tahu gimana cara pengucapan kata-kata dalam bahasa Inggris yang benar, saya juga jadi lebih PD pada performance selanjutnya karena saya sudah tahu sebelumnya dari feedback itu sendiri"

Definitely, Miss. Beside I knew how to pronounce English words correctly, I also felt more confident when performed because I have known the correct ones from the feedback.

Appendix D/ Interview 28

R : "Kalau menurut Ibu, pronunciation siswa sekarang gimana ya Bu setelah adanya pronunciation feedback?"

What do you think about the students' pronunciation after the feedback pronunciation was applied?

ET: *"Menurut saya ya seperti tadi itu Mbak, bagus peningkatannya. Pengucapan kata-kata bahasa Inggris mereka jadi lebih baik. Ya, paling tidak mereka bisa mengucapkan kata-kata yang sering dipakai atau yang sering muncul gitu dengan benar."*
 Just like what I have said before, Miss. Their improvement is good. Their pronunciation is better. Well, at least, they can pronounce high-frequency words correctly.

Appendix D/ Interview 29

From the description above, the action was considered successful because it gave something new for the students which influenced the students' motivation in the English learning especially in speaking. They became enthusiastic and confident in handling the activities. The researcher and English teacher thought that implementing role play technique, asking students to have practice, performing role plays in group and giving the students' pronunciation feedback made the students' self-confidence improved higher than before. It can be seen from their enthusiasm in learning speaking and their improvement on their speaking assessment. Moreover, the students' interaction was improved higher than before. The students were more active during the learning process. Based on the facts, the researcher and English teacher came to a conclusion that the action was successful in improving the students' self-confidence in speaking practice.

D. General Findings and Discussions

- 1) Role play was effective to improve the students' self confidence in speaking practice. The students were motivated and confident to speak English through role play techniques.
- 2) The students were enthusiastic to perform the role play performance in the

teaching and learning process. The students practiced role plays before they performed in front of the class so they were more ready to do the role play performance.

- 3) The students would be more responsible for working if they chose the members of the group by themselves. Therefore, giving the students opportunity to design their own group was good enough.
- 4) The students were not passive to answer the questions from the teacher. They looked very interested and confident to participate in answering the question. They had no difficulties in learning English and enjoyed to participate in the lesson actively.
- 5) The students performed role plays maximally by giving appreciation. They students would be more motivated when they got appreciation toward they had done in the activity.
- 6) The students more confident to speak English because their pronunciation was much better and they were not afraid, shy or hesitant to speak louder.

The improvements of the students' self-confidence in speaking practice indicated the success of the research. The changes of some aspects related to the implementation of role play technique in the speaking learning process through this study can be specified below.

Table 8. The Results of the Research (the improvement of each cycle)

No	Preliminary Condition	Cycle I	Cycle II
1.	The students' motivation in learning of speaking	The students' motivation in	The students' motivation in learning

	was low.	learning of speaking improved.	of speaking improved higher.
2.	The students were not enthusiastic in the speaking learning process.	The students were enthusiastic in the speaking learning process.	The students were very active and enthusiastic in the learning speaking process.
3.	The students were unconfident in speaking practice.	Students' self-confidence in speaking practice improved.	They are more confident and enthusiastic in speaking practice.
4.	There was students' interaction during learning speaking	The students' interaction during learning process improved	The students' interaction during learning process improved higher
5.	Some students could not pronounce the English words appropriately.	Most of the students found it easy to pronounce the English words correctly.	The students' pronunciation improved higher.
6.	The students' vocabularies were limited.	The students' vocabulary improved.	The students' vocabulary improved higher.
7.	The students did not speak fluently.	The students' fluency improved.	The students' fluency improved higher.
8.	The students' speaking ability was low	The students' speaking ability improved in every implementation.	The students' speaking ability improved higher.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

As stated in the previous chapter, this study is action research that focuses on improving the self-confidence in speaking practice of the eight grade students of SMP Muhammadiyah 3 Yogyakarta. By applying role play technique, the study was carried out to reach the research findings. The conclusion, implications, and suggestions of the study are presented below.

A. Conclusion

Based on the research finding and discussion, the implementation of role plays was successful to improve the students self confidence in speaking practice. There improvements of using role play technique were:

1. They were not ashamed to speak English, they were not afraid to make mistakes. The students were not reluctant to deliver what they want to say.
2. The students were not passive to answer the questions from the teacher. They looked very interested and confident to participate in answering the question. They had no difficulties in learning English and enjoyed to participate in the lesson actively.
3. The students were enthusiastic to perform the role play performance in the teaching and learning process. The students practice role plays before they performed in front of the class so they were ready to do the role play performance.

4. The students were motivated to speak English because using role play techniques are promote the interaction between the teacher and the students and increased the students' motivation.
5. The students involved group discussion that can make them less worried and felt more confident. They looked very happy to do the learning process by group discussion.
6. The students were more confident to speak English because their pronunciation was much better and they were not afraid, shy or hesitant to speak louder.

B. Implications

The results of the research were expected to give some implications to the research members. The implications of the actions taken in this research are as follows:

- 1) The implementation of role play technique was effective to engage students' motivation to learn speaking systematically and seriously. The students were very interested in joining this activity and they were able to express their ideas and opinions freely. It implies that role play technique is necessary to be held to make the students become more active during the teaching and learning process.
- 2) The implementation of discussion in group work is successful to improve students' interaction and involvement during the learning speaking. Since every student was expected to give equal contribution in accomplishing the

task given, they helped each other in solving problems. It implies that having discussion session is necessary to be held so that the students will be more active in the teaching and learning process.

- 3) The implementations of using media such as pictures, role cards and cue cards in role play activities could make the students more motivated to do performance. It also could make the teacher's explanation more communicative, so the students could understand easily what they had to do in their role plays. It implies that the teacher should use appropriate media that are related to the role plays to motivate the students in performing the role plays.
- 4) The implementations of performing a role play in group after the discussion sessions were very effective. It was able to improve the students' self-confidence because they had more opportunity to practice their speaking among their group mates. Besides, the small group work before the performance also helped them to improve their self-confidence. It implies that having practice before performed role plays is important to be held because the students will have more opportunity to speak in English and will feel more confident in speaking practice.

C. Suggestion

1) For the Students

In order to improve the speaking and self confidence, the students should not worry to make mistake or bad performance and do a lot of practice. Fluency can be improved if speaking practice was done intensively.

2) For the English Teacher

In reference to the result of this action research, the role play technique is effective to improve students' learning of speaking through its cooperative and systematic learning structure. Therefore, the English teachers are suggested to apply role play technique in the English teaching and learning in order to improve the quality of English teaching and learning process.

3) For Other Researchers

This technique was effective to improve the students' self confidence in speaking practice. However, there were some obstacles encountered when doing this research, like unclear instructions and inappropriate group formation in the implementation. The other researchers who will conduct similar research studies should prepare the planning of the research well before conducting the research.

REFERENCES

- Badan Standar Nasional Pendidikan (BNSP). 2006. *Standar Kompetensi dan Kompetensi Dasar SMA/MA*. Jakarta: Depdikbud.
- Barber, H. 2003. *Psychology: Motivation, Anxiety, Confidence, Goal Setting*. United States
- Blaz, D. 2000. *A Collection of Performance Task and Rubrics: Foreign Language*. Published by Eye on Education, Inc. <http://googlebooks.co.id> retrieved on March 3rd, 2009.
- Brown, H. Douglas. 2001. *Teaching by principle. An Interactive Approach to Language Pedagogy*. Second Edition. New York: Pearson Education.
- _____. 2004. *Language Assessment: Principle and classroom Practices*. New York: Pearson Education.
- _____. 2007. *Principles of Language Learning and Teaching*. Fifth Edition. New York: Pearson Education
- Brown, G & Yule, G. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Burden, P. R. & David M. B. 1999. *Methods for Effective Teaching*. Second Edition. Boston: Allyn and Bacon.
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Celce-Murcia, M. 2001. *Teaching English as a Second or Foreign Language*. Third Edition. New York: Heinle & Heinle.
- Dornyei, Z. 2001. *Teaching and Researching Motivation*. Essex: Pearson Ed.
- Gower, R., Phillips, D., & Walters, S. 1995. *Teaching Practice Handbook (New Edition)*. Oxford: Mac Millan Heinemann
- Harmer, Jeremy. 1998. *How to Teach English*. Addison welsey Longman, Inc.
- _____. 2001. *How to Teach English*. Essex: Pearson Education Ltd.
- _____. 2007. *The Practice of English Language*. Third Edition. Essex: Longman.

- Kayi, H. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, vol.XII, no II, November 2006. [Http://iteslj.org/Articles/Kayi-Teaching_Speaking_Html](http://iteslj.org/Articles/Kayi-Teaching_Speaking_Html). Retrieved on May 28th 2011.
- Kees de Boot, et al. 2005. *Second Language Acquisition: an Advance Resource Book*. New Yor.
- Kemmis, S. & McTaggart, R. 1988. *The Action Research Planner*. Melbourne: Deakin University Press
- Ladousse, Gillian Porter. 1987. *Role Play*. Oxford: Oxford University Press.
- Larsen-Freeman, Diane. 2000. *Teaching and Principle in Language Teaching*. Oxford: Oxford University Press.
- Lee, J. F. 2003. *Making Communication Happen*. New York: McGraw Hill Companies, Inc
- Leo, Sutanto. 2001. *English for Professional Accommodation Services*. Jakarta : Gramedia Pustaka Utama.
- Luoma, Sari. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press.
- Littlewood, W.T. 1981. *Communicative Language Teaching: An Introduction*. New York: Cambridge University Press.
- McCafferty, S. G, Jacobs, G.M, and Dasilva Iddings, A.C. 2006. *Cooperative Learning and Second Language Teaching*. Cambridge: Cambridge University Press.
- Muljayanah, Anik. 2004. *The Implementation of Communicative Language Teaching Speaking at LIA SURAKARTA*. Surakarta: eprint- UMS.
- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press.
- _____. 2001. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press

- _____. 2003. *Practical English Language Teaching*. Cambridge: McGraw Hill.
- O'Malley, M.J. 1996. *Authentic Assessment for Language Learners: Practical Approaches for teachers*. USA: Addison-Wesley Publishing Company, Inc.
- Richards, Jack. C and Rodgers, Theodore. S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. & Renandya, W. A. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- _____. 2008. *Teaching Listening and Speaking from Theory to Practice*. Cambridge: Cambridge University Press.
- Rivers, W. M. 1987. *Interactive Language Teaching*. Cambridge: Cambridge University Press.
- Spratt, Marry, et. al. 2005. *The TKT Course*. Cambridge: Cambridge University Press
- Thornbury, S. 2005. *How to Teach Speaking*. London: Pearson Education

APPENDIX A

COURSE GRID

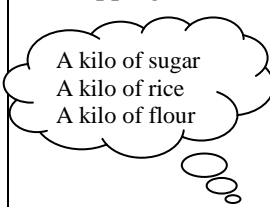
The Course Grid of Teaching and Learning Process to improve Student's Self Confidence in Speaking practice by Using Role Play of
SMP Muhammadiyah 3 Yogyakarta

Grade/Semester : VIII/1

Skill : Speaking

Cycle : 1

Standard Competence: Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

No	Basic competence	Indicators	Teaching learning activities	Role play	Learning material			Evaluation	Media
					Vocab	Grammar	Expression		
1.	3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan	1. Students are able to produce oral expression of asking for something in the clue given. 2. Students are able to use expression of asking for something	❖ Presentation 1) The teacher shows pictures of customer and shopkeeper having a conversation using expression of asking for something and responding to the expression of	➤ Actor : customer – shopkeeper ➤ The students work in groups of four. All of them will perform the expression of asking for something by using role play. ➤ Setting of the	Flour Garlic Onion Rice Salt Sugar Butter Noodle	Asking for something ▪ Can I have...? ▪ Can you give me...?	Example 1 Customers: <i>excuse me, I'd like to have a kilo of sugar, please.</i> Shopkeeper: <i>sure, here it is.</i> Customer: <i>yes, how much is it?</i> Shopkeeper: <i>fifteen thousand.</i> Shopkeeper: <i>thank you.</i>	Instrument: 1. for customers, here is your shopping list:  2. for shopkeeper,	-Picture -Role cards -Cue cards

<p>menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak barang, mengakui, mengingkari fakta dan meminta dan memberi pendapat</p>	<p>appropriately.</p> <p>3. Students are able to respond to the expression of asking for something appropriately.</p> <p>4. Students are able to perform a dialogue using the expression of asking for something appropriately.</p>	<p>asking for something.</p> <p>2) The teacher shows pictures of things sold in the grocery store.</p> <p>❖ Practice</p> <p>1. The teacher drills the students names of things sold in the grocery store.</p> <p>2. Students pronounce the name of things sold in the grocery store.</p> <p>3. Students practice conversation using the expressions of asking for something and responding to the expressions of asking for something. (in pair the students practice orally the</p>	<p>activity: in the grocery store.</p> <p>➤ Step</p> <p>1. One student pretends to be a shopkeeper and three others to be a customer.</p> <p>2. The teacher gives a role card and cue card to each group. In the customers cue card (shopping list) there are three things which the customers can ask for. One customer has to ask for one thing.</p> <p>3. For the shopkeeper's cue card (price list), there are the prices of some of things that he/she has to see the price when the customers come to buy.</p>	<p>Responding to the expression of asking for something</p> <p>▪ Here you are</p> <p>▪ This is for you</p> <p>▪ Sorry, I don't have</p>	<p>Customer: <i>you are welcome.</i></p> <p>Example 2</p> <p>Customers: <i>excuse me, I'd like to have a kilo of rice, please.</i></p> <p>Shopkeeper: <i>sure, here it is.</i></p> <p>Customer: <i>yes, how much is it?</i></p> <p>Shopkeeper: <i>ten thousand.</i></p> <p>Shopkeeper: <i>thank you.</i></p> <p>Customer: <i>you are welcome.</i></p> <p>Example 3</p> <p>Customers: <i>excuse me, I'd like to have a kilo of flour, please.</i></p> <p>Shopkeeper: <i>sure, here it is.</i></p> <p>Customer: <i>yes, how much is it?</i></p> <p>Shopkeeper: <i>fifteen thousand.</i></p> <p>Shopkeeper: <i>thank you.</i></p> <p>Customer: <i>you are</i></p>
--	---	---	--	--	--

Sugar	Rp.
15.000,-/kg	
Rice	Rp.
10.000,-/kg	
Onion	Rp.
18.000,-/kg	

Assessment:
Speaking
performance

			<i>dialogue given by the teacher in front of the class)</i> ❖ Production 1. The students in groups of four practice a role play.				<i>welcome.</i>		
--	--	--	--	--	--	--	-----------------	--	--

Yogyakarta, July 7th 2013

English Teacher

Researcher

Th. Sri Lestari, S.Pd
NIP. 19661223 200012 2 001

Anna Kurniawati
NIM. 07202244041

The Course Grid of Teaching and Learning Process to improve Student's Self Confidence in Speaking practice by Using Role Play of
SMP Muhammadiyah 3 Yogyakarta

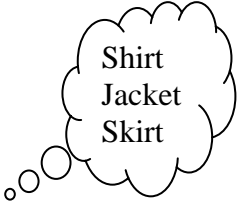
Grade/Semester : VIII/1

Skill : Speaking

Cycle : 2

Standard Competence: Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

No	Basic competence	Indicators	Teaching learning activities	Role play	Learning material			Evaluation	Media
					Vocab	Grammar	Expression		
1.	3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana	1. Students are able to produce oral expression of asking, giving and denying opinion in the clue given. 2. Students are able to use expression of	❖ presentation 1. The teacher shows pictures of clothes. 2. The teacher shows pictures of two people having a conversation using the expression of	➤ The students work in pairs. Both of them will do the role play activity. ➤ Setting of the activity: in the supermarket.	T-shirt Pajamas Shirt Short Skirt Trousers Tie Hat	Asking for opinion ▪ What do you think about...? ▪ What is your opinion about...?	Example 1 Angel: <i>what do you think about this shirt?</i> Albert: <i>it's really nice shirt.</i> Angel: <i>thank you, albert.</i> Albert: <i>you are welcome.</i>	Instrument: You and your friend are in the supermarket. you want to buy some clothes. 1. For students A You ask your friend's opinion about clothes you	-Picture -Role cards -Cue cards

	<p>dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak barang, mengakui, mengingkari fakta dan meminta dan memberi pendapat</p>	<p>asking, giving and denying opinion appropriately.</p> <p>3. Students are able to respond to the expression of asking, giving and denying opinion appropriately.</p> <p>4. Students are able to perform a dialogue using the expression of asking, giving and denying opinion appropriately.</p>	<p>asking, giving and denying opinion.</p> <p>❖ Practice</p> <ol style="list-style-type: none"> 1. The teacher drills the students about the expressions of asking for, giving and denying opinion. 2. Students identify vocabulary and pronounce them correctly. 3. Students practice to use the expression of asking for, giving and denying opinion. 4. The students give their opinion about the picture. 	<p>➤ Step</p> <ol style="list-style-type: none"> 4. Two students are in the supermarket having discussion about the cloth they want to buy. 5. The teacher gives role and cue cards for both students 6. In the students A's cue cards, there are three kinds of clothes which he/she wants to buy 7. Whereas the student B will give opinion about the clothes that suitable or not for his/her friend. 		<p>Giving opinion</p> <ul style="list-style-type: none"> ▪ I think... <p>Denying opinion</p> <ul style="list-style-type: none"> ▪ I don't think so ▪ I disagree with you 	<p>Example 2</p> <p>Kitty: <i>what do you think about my new jacket, John?</i></p> <p>John: <i>I think the color is too bright for you.</i></p> <p>Kitty: <i>I think you are right, John. Thank you.</i></p> <p>John: <i>you are welcome, Kitty.</i></p> <p>Example 3</p> <p>Jane: <i>what is your opinion about my new shirt Ray?</i></p> <p>Ray: <i>I opinion, the color does not match with your skirt.</i></p> <p>Jane: <i>I think you're right, thank you, Ray.</i></p> <p>Ray: <i>you're welcome.</i></p>	<p>want to buy.</p> <div data-bbox="1742 359 1982 566">  </div> <p>2. For students B</p> <p>You give your opinion about clothes that your friend wants to buy.</p> <p>Assessment: Speaking performance</p>	
--	---	--	--	--	--	---	---	---	--

			❖ Production 5. The students work in pairs. They have to perform a role play in front of the class.						
--	--	--	---	--	--	--	--	--	--

Yogyakarta, July 7th 2013

English Teacher

Researcher

Th. Sri Lestari, S.Pd.
NIP. 19661223 200012 2 001

Anna Kurniawati
NIM. 07202244041

APPENDIX B

LESSON PLANS

LESSON PLAN

School : SMP Muhammadiyah 3 Yogyakarta
Subject : English
Grade/Semester : VIII/1
Type of Text : Transactional Dialogue (Asking, Giving and refusing something)
Aspect : Speaking
Time Allocation : 2 x 40 minutes (2 meeting)

Standard Competence: Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Basic Competence : 3.1. mengungkapkan makna dalam transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: **meminta, memberi, menolak barang**, mengakui, mengingkari fakta dan meminta dan memberi pendapat.

Indicators :

1. Students can be able to mention the things in the grocery shop.
2. Students can be able to pronounce the things in the grocery shop.

3. Students can be able to produce oral expression of asking for something appropriately.
4. Students can be able to respond to the expression of asking for something in the clue given appropriately.
5. Students can be able to perform the role play by using the expression of asking for something appropriately.

1) Learning Material

1. Language Functions

Asking for Something	Responding to the expression of asking for something
<ul style="list-style-type: none"> ➤ I would like to have... ➤ Can I have ...? ➤ Can you give me ...? 	<p>Giving for something</p> <ul style="list-style-type: none"> ➤ Here you are ➤ This is for you <p>Refusing for Something</p> <ul style="list-style-type: none"> ➤ Sorry, I don't have

2. Example of the Expression

Example 1

Customers : *Excuse me, I would like to have a kilo of sugar, please.*

Shopkeeper : *Sure, here it is.*

Customer : *Yes, how much is it?*

Shopkeeper : *Fifteen thousand. This is for you.*

Customer : *Thank you.*

Shopkeeper : *You are welcome.*

Example 2

Customers : *Excuse me, can I have a kilo of rice, please.*

Shopkeeper : *I am sorry, sir. I don't have it.*

Shopkeeper : *Never mind, thank you.*

Customer : *You are welcome*

Example 3

Customers : *Excuse me, how much is a kilo of flour?*

Shopkeeper : *It is seventeen thousand.*

Customer : *Yes, can you give me a kilo of flour, please.*

Shopkeeper : *Sure, this is for you.*

Shopkeeper : *Thank you.*

Customer : *You are welcome*

3. Vocabulary

- Flour : tepung
- Garlic : bawang putih
- Onion : bawang merah
- Rice : nasi
- Salt : garam
- Sugar : gula
- Butter : mentega
- Noodle : mie

2) Teaching Method : PPP (presentation, practice, production)

3) Learning Technique

(*Opening Activities*) :

- Greetings: “*Good morning, class. How are you today?*”
 - Praying : “*Before we start our lessons, let’s pray together, pray due*”
 - Checking for the attendance: “*Who is absent today?*”
- } 10
minute

(*Lead-in*) : Teacher asks the students: *how do you say if you want to ask something to someone?*

(*Main Activities*)

No	Activity	Time
1.	Main activity <ul style="list-style-type: none"> • Presentation <ol style="list-style-type: none"> 1) Questions and answer about the things in the grocery shop to enhance the students’ vocabulary about the things in the grocery shop. 2) The teacher shows pictures of things sold in the grocery shop 3) The teacher says how to pronounce things in the grocery shop 4) The teacher drills the students to pronounce things in the grocery shop. 5) The teacher shows a picture of shopkeeper and 	60 minutes

	<p>customer and mention the expression of asking for something and responding to the expression of asking for something,</p> <p>6) The students answer the teacher question orally. The teacher explains the expressions of asking for something and responding to the expression of asking for something.</p> <ul style="list-style-type: none"> • Practice <ol style="list-style-type: none"> 1) The students pronounce the names of things sold in the grocery store. (task 1) 2) The students look at the picture and answer the teacher's question (task 2) 3) The students practice conversation using expression of asking for something and responding to the expression of asking for something. (task 3) 4) The students make and practice short dialogues by using the expression of asking for something and responding to the expression of asking for something. (task 4) • Production <ol style="list-style-type: none"> 1) The students work in pairs. They have to perform role plays based on the situation in the card that they have got. (task 5) 	
--	--	--

(*Closing Activities*)

- 1) The teacher asks students' difficulties in teaching and learning process.
 - 2) The teacher gives review about the lesson together with the students.
 - 3) The teacher closes the teaching and learning process.
- } 10
minute

4) Evaluation

Assessment technique : speaking performance

5) Reference

Spratt, et al. 2005. *The Teaching Knowledge Course Test*. Cambridge: Cambridge University Press.

Swan, Michael. 1996. *Practical English Usage*. Oxford: Oxford University Press.

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Depdiknas.





Widiati, Utami. 2008. *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama*. Jakarta: Pusat Perbukuan Depdiknas.

6) Teaching-Learning Activity

• **Task 1**

Look at the picture! Listen! Repeat!

Things in the Grocery Shop

 <p>Flour: tepung /flaʊə(r)/</p>	 <p>Garlic: bawang putih /'gɑ:.lɪk/</p>	 <p>Onion: bawang merah /'ʌn.jən/</p>	 <p>Rice: nasi /raɪs/</p>
---	--	---	--

			
Salt: garam /sɑ:lt/	Sugar: gula /'ʃʊg.ə(r)/	Butter: mentega /'bʌt.ə(r)/	Noodle: mie /'nu:dl/

- Task 2**

The teacher shows a picture of a customer and a shopkeeper that having a conversation using the expressions of asking for something and responding to the expression of asking for something.



Picture 1. A customer and shopkeeper are having a conversation using expression of asking for something and responding to the expression of asking for something.

- Task 3**

Complete the following conversations between a shopkeeper and a customer in the grocery shop then answer it orally.

1. Customers : Excuse me, how much is a kilo of flour?

Shopkeeper : It is seventeen thousand.

Customer : Yes, (asking for something) a kilo of flour, please.

Shopkeeper : Sure, (giving for something).

Shopkeeper : Thank you.

Customer : You are welcome

2. Customers : Excuse me, (asking for something) a kilo of rice,
please.

Shopkeeper : I am sorry, sir. (refusing for something).

Customer : Never mind, thank you.

Shopkeeper : You are welcome

3. Customers : Excuse me, (asking for something) a kilo of sugar,
please.

Shopkeeper : Sure, (giving for something).

Customer : Yes, how much is it?

Shopkeeper : Fifteen thousand.

Customer : Yes, I want. Thank you.

Shopkeeper : You are welcome.

- **Task 4**

Make a short dialogue by using the expressions of asking for something and responding to the expression of asking for something. Practice with your partner orally. The example is already provided for you.

Example: sugar Rp 15.000,-/kg

Customer : How much is a kilo of sugar?

Shopkeeper : It is fifteen thousand rupiah

Customer : I'd like to have 1kg, please.

Shopkeeper : Thank you.

Customer : You are welcome

1. Flour : Rp 17.000/kg
2. Garlic : Rp 21.000/kg
3. Onion : Rp 23.000/kg
4. Rice : Rp 16.000/kg
5. Salt : Rp 4.000/kg
6. Sugar : Rp 9.000/kg
7. Butter : Rp 13.000/kg
8. Noodle : Rp 15.000/kg

- **Task 7**

Work in group of four. Listen to your teacher's instruction (*the teacher will give each of the role card and cue cards. Then she/he asks the students to read and discuss the procedure of the role play in the role cars*). Discuss with your group members what you will say and do in your role play performance. Act based on the situation in the role card given to your group.

No	Role Play	
	Component	Description
1.	Actor	Customer-shopkeeper
2.	Setting	In the grocery store
3.	Time	5-10 minutes
4.	Aim	a. To enable students to use the expression of asking for something. b. Responding to the expression of asking for something.
5.	Language	Functions: asking for something and responding for asking something.
6.	Organization	Students work in groups of four.
7.	Preparation	Picture, role cards and cue cards.
8.	Procedure	1. One student pretends to be a shopkeeper and three other students become the customers. 2. The teacher gives each group of role play, a role cards and cue cards. 3. In the customer's cue cards (shopping list) there are three things which the customers want to buy. Each costumer has to buy what have been listed in their shopping lists.

		<p>4. For the shop keeper's cue card (price list)</p> <p>there are the prices of things that he/she sells in his/her shop. He/she has to see the price when the customers come to buy.</p>
--	--	--

Yogyakarta, august 24th 2013

English Teacher

Researcher

Th. Sri Lestari, S.Pd.
NIP. 19661223 200012 2 001

Anna Kurniawati
NIM. 07202244041

LESSON PLAN

School : SMP Muhammadiyah 3 Yogyakarta
Subject : English
Grade/Semester : VIII/1
Type of Text : Transactional Dialogue (Asking, Giving and refusing something)
Aspect : Speaking
Time Allocation : 2 x 40 minutes (2 meeting)

Standard Competence: Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Basic Competence : 3.1. mengungkapkan makna dalam transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak barang, mengakui, mengingkari fakta dan **meminta dan memberi pendapat**.

Indicators :

1. Students can be able to mention things in the supermarket.
2. Students can be able to pronounce thing in the supermarket.

3. Students can be able to produce oral expression of asking for opinion appropriately.
4. Students can be able to respond to the expression of asking for opinion in the clue given appropriately.
5. Students can be able to perform the role play by using the expression of asking and responding for opinion appropriately.

1) Learning Material

1. Language function

Asking for Opinion	Giving Opinion	Denying Opinion
<ul style="list-style-type: none"> ➤ What do you think about...? ➤ What is your opinion about...? 	<ul style="list-style-type: none"> ➤ I think... ➤ In my opinion... 	<ul style="list-style-type: none"> ➤ I don't think so ➤ I disagree with you

2. The example

Example 1

Angel : What do you think about this shirt?

Albert : It's really nice shirt.

Angel : Are you sure, Albert.

Albert : of course, yes Angel.

Example 2

Kitty : What do you think about my new jacket, John?

John : I think the color is too bright for you.

Kitty : I think you are right, John. Thank you.

John : You are welcome, Kitty.

Example 3

Jane : What is your opinion about my new shirt, Ray?

Ray : In my opinion, the color is not match with your skirt.

Jane : I think you are right. Thank you, Ray.

Ray : You are welcome.

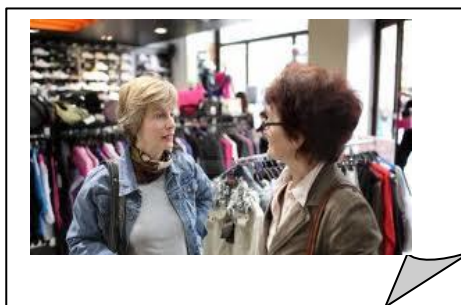
3. Vocabulary

- T-shirt : kaos
- Pajamas : baju tidur
- Trouser : celana panjang
- Shirt : kemeja
- Short : celana pendek
- Skirt : rok
- Tie : dasi
- Hat : topi

2) Teaching-Learning Activity

• Task 1

The teacher shows a picture of supermarket. Then she asks them about what they can buy in the supermarket.



Picture1. A situation in the supermarket

- **Task 2**

Pronounce the following words correctly.

The Things in the Supermarket

 <p>T-shirt: kaos 'ti:ʃɜ:t/</p>	 <p>Hat: topi /hæt/</p>	 <p>Shirt: kemeja /ʃɜ:t/</p>	 <p>Short: celana pendek /ʃɔ:t/</p>
 <p>Skirt: rok /skɜ:t/</p>	 <p>Tie: dasi /tai/</p>	 <p>Trousers: celana panjang /'traʊzəz/</p>	

- **Task 3**

The teacher shows a picture of a customer and a shopkeeper is having a conversation using expressions of asking for something and responding to the expression of asking for something.



Picture 2. A customer and a shopkeeper are having conversation using expression of asking for opinion and responding to the expression of asking for opinion.

- **Task 4**

Listen and complete the following conversations orally between two people based on the text.

1) Angel : ... about this shirt?

Albert : It's really nice shirt.

Angel : ..., Albert.

Albert : You are welcome.

2) Kitty : What do you think about my new jacket, John?

John : ... the color is too bright for you.

Kitty : I think you are right, John. Thank you.

John : You are welcome, Kitty.

3) Jane : ... about my new shirt, Ray?

Ray : In my opinion, the color is not match with your skirt.

Jane : I think you are right. Thank you, Ray.

Ray : You are welcome.

- **Task 5**

Practice the expression about asking for opinion and responding to the expression of asking for opinion by using role cards. Practice it with your partner orally.

➤ Role card

❖ Setting: the supermarket

❖ Member: 2 students

❖ Actor: you and your friend

❖ Procedure:

1. Both of you are friendship. You and your friend are in the supermarket having discussion about the clothes you want to buy.
2. Students A: you ask your friends opinion about some clothes you want to buy.
3. Students B: you give opinion about some clothes that your friend wants to buy.

- **Task 6**

Work in groups of two. Listen to your teacher's instruction (*the teacher will ask you to make a dialogue about asking for opinion and responding to the expression of asking for opinion, after you perform it in front of the class*). Discuss with your group members what you will say and do in your role play performance. Act based on the situation.

3) **Teaching Method** : PPP (presentation, practice, production)

4) **Learning Technique**

(*Opening Activities*) :

- Greetings: “*Good morning, class. How are you today?*”
 - Praying : “*Before we start our lessons, let’s pray together, pray due*”
 - Checking for the attendance: “*Who is absent today?*”
- } 10
minute

(*Lead-in*) : Teacher asks the students: *how do you say if you want to ask something to someone?*

(*Main Activities*)

No.	Activity	Time
1.	Main activity <ul style="list-style-type: none">• Presentation<ol style="list-style-type: none">1) Pictures of clothes were showed then drill the students to pronounce them. (task 2)2) The teacher explains and gives example about two people who are having conversation using the expression of asking for opinion and responding to the expression of asking for opinion. (task 3)• Practice<ol style="list-style-type: none">1) The students look at the pictures shown by the teacher and the answer the teacher’s question about the picture (task 1, 2 and 3)2) The students listen to the teacher explanation (task 3)3) The students pronounce the names of clothes in	60 minutes

	<p>supermarket. (task 2)</p> <p>4) The students practice conversation using expression of asking for something and responding to the expression of asking for something. (task 4 and 5)</p> <p>• Production*</p> <p>2) The students make a short dialogue by using the expression of asking for opinion and responding to the expression of asking for opinion. (task 6)</p>	
--	--	--

(*Closing Activities*)

1. The teacher asks students' difficulties in teaching and learning process
 2. The teacher gives review about the lesson together with the students.
 3. The teacher closes the teaching and learning process.
- } 10
Minute

5) Evaluation

Assessment technique : speaking performance

6) Reference

Spratt, et al. 2005. *The Teaching Knowledge Course Test*. Cambridge: Cambridge University Press.

Swan, Michael. 1996. *Practical English Usage*. Oxford: Oxford University Press.

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Depdiknas.

Widiati, Utami. 2008. *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama*. Jakarta: Pusat Perbukuan Depdiknas.

Yogyakarta, August 27th 2013

English Teacher

Researcher

Th. Sri Lestari, S.Pd.

Anna Kurniawati

NIP. 19661223 200012 2 001

NIM. 07202244041

APPENDIX C

FIELD NOTES

Field notes 1

Hari, tanggal : Friday, 19 Juli 2013
Waktu : 08.30 WIB
Lokasi : Ruang Tunggu Tamu SMP Muhammadiyah 3 Yogyakarta
Hal : Permohonan ijin penelitian
Keterangan : KS : Kepala Sekolah
GBI : Guru Bahasa Inggris
P : Peneliti

P datang ke sekolah pukul 08.00 WIB. P menyampaikan maksud kedatangannya pada guru piket yang sedang bertugas. Karena hari ini KS sedang menghadiri pertemuan di dinas pendidikan kabupaten, maka P diminta kembali datang pada hari Sabtu saat KS berada di sekolah. Guru piket menulis pertemuan P dengan KS pada hari Sabtu, 20 Juli 2013 pukul 10.00 WIB. P kemudian segera meninggalkan sekolah.

Field notes 2

Hari, tanggal : Sabtu, 20 Juli 2013
Waktu : 09.30 WIB
Lokasi : Ruang Kepala SMP Muhammadiyah 3 Yogyakarta
Hal : Permohonan ijin penelitian
Keterangan : KS : Kepala Sekolah
GBI : Guru Bahasa Inggris
P : Peneliti

- P tiba di sekolah pada pukul 9.30 WIB. Sebelum menemui KS, P menemui guru piket yang sedang bertugas. Sesuai dengan janji yang sudah dijadwalkan guru piket pada pertemuan yang lalu, guru piket mempersilahkan P menemui KS di ruangannya. Salah seorang guru piket mengantar P menuju ruang KS.
- Saat menghadap KS, P mengutarakan maksud kedatangannya. KS menanyakan surat ijin dari universitas lalu menjelaskan bahwa saat ini hanya permohonan informal sehingga jika KS memberikan ijin penelitian, P akan membawa ijin resmi dari universitas dengan tembusan ke pimpinan Daerah Kota Yogyakarta, pada pertemuan selanjutnya. KS belum memberikan jawaban dan meminta P menemui salah satu GBI terlebih dahulu untuk meminta ijin mengadakan penelitian. Karena P akan mengadakan penelitian di kelas VIII, KS meminta P menemui salah satu GBI yang mengajar di kelas VIII yaitu Ibu Th. Sri lestari di ruang guru. KS lalu meminta guru piket untuk memanggil GBI yang bersangkutan ke

ruang KS.

- KS menjelaskan sedikit tentang P pada GBI lalu meninggalkan P dan GBI untuk berbincang-bincang. P mengutarakan maksud kedatangannya dan mengenai penelitian yang akan P adakan di kelas VIII. GBI menyambut baik maksud P dan memberi ijin untuk melakukan penelitian. P menyampaikan proposal penelitian akan segera diserahkan setelah P berkonsultasi dengan dosen pembimbing penelitian. Selain itu P juga meminta waktu untuk melaksanakan observasi terlebih dahulu sebelum membuat proposal penelitian. Karena GBI terburu-buru akan masuk kelas, P diminta datang kembali minggu depan dengan surat ijin observasi dari universitas sekaligus mengadakan observasi. Rencananya observasi akan dilakukan pada hari Wednesday, 24 Juli 2013. P mengucapkan terima kasih dan pamit pada GBI

Field notes 3

Hari, tanggal : Wednesday, 24 August 2013

Waktu : 09.00-10.40

Lokasi : Kelas VIIIA

Hal : Observasi kegiatan belajar-mengajar Bahasa Inggris

Keterangan : GBI : Guru Bahasa Inggris

P : Peneliti

- Kelas bahasa Inggris dimulai pukul 09.00 WIB. GBI dan P memasuki kelas VIII A setelah bel pergantian pelajaran berbunyi. Suasana kelas gaduh saat GBI. GBI meletakkan tas dan barang bawaannya di meja guru. Kemudian GBI berdiri di depan kelas dan siswa memberi hormat lalu salam, "*Good morning, Ma'am*" GBI menjawab, "*Good morning. How are you?*" Siswa menjawab serempak, "*I am fine, and you?*" GBI menjawab, "*I am fine. Thank you.*"
- GBI membuka pelajaran dengan berdo'a, kemudian GBI meminta P untuk masuk ke dalam kelas, kemudian meminta P untuk memperkenalkan diri secara singkat. Setelah itu P duduk di belakang kelas untuk mengamati kegiatan di dalam kelas. GBI membuka pelajaran dengan meminta siswa membuka buku halaman 20, untuk membaca percakapan yang ada gambarnya. Lalu percakapan tersebut dipraktikkan didepan kelas tetapi siswa malu dan takut untuk mempraktekannya. Siswa juga salah melafalkan kata2 dan siswa lain menertawakannya. Guru hanya diam dan tidak mengoreksi pronunciation siswa. Beberapa pertanyaan dari buku ditanyakan kepada siswa dengan lisan tetapi tak seorangpun menjawab pertanyaan guru. Akhirnya guru menunjuk siswa untuk menjawab pertanyaanya.
- Setelah itu guru memberikan penjelasan tentang fungsi dan karakter dari analytical exposition dari buku. Siswa tidak mendengarkan penjelasan dari guru, siswa banyak yang tidak mendengarkan penjelasan dari guru, oleh

karena itu kelas menjadi gaduh karena siswa berisik bercakap dengan temannya. Selain itu mereka bercanda dan memainkan hapenya. Ada juga yang terlihat mengantuk dikelas.

- Guru memberikan soal tentang materi hari ini dari buku. Semua siswa Nampak serius mengerjakan soal dari guru, sementara itu yang lain mencontek jawaban dari temannya. 15 menit berlalu, siswa terlihat panic karena mereka belum menyelesaikan tugas. Pertanyaan pertanyaan dijawab dengan lisan tetapi tidak satupun siswa yang menjawab. Akhirnya guru menunjuk salah satu siswa untuk menjawabnya dan ditulis dipapan tulis.
- Selanjutnya percakapan dipraktekkan didepan kelas. Situasi dikelas Nampak banyak siswa yang grogi. Mereka saling menunjuk satu sama lain karena mereka tidak mau maju kedepan kelas untuk praktik. Akhirnya salah satu siswa mau maju jika dia maju bersama teman sebangkunya. Mereka maju ke depan kelas dan mempraktekkan percakapan dengan temannya. Tetapi suara mereka sangat pelan sampai-sampai tidak terdengar. Gurupun meminta siswa untuk lebih keras untuk berbicara. Lalu, suara mereka lebih keras walaupun masih ada salah ucap.
- Sebelum pelajaran berakhir, GBI memberitahu siswa agar mengerjakan soal-soal di LKS halaman 15 sebagai pekerjaan rumah dan akan dibahas pada pertemuan selanjutnya. Saat bel pulang sekolah berbunyi, GBI mengucapkan salam dan berdoa bersama siswa sebelum meninggalkan kelas.

Field notes 4

Hari, tanggal : Thursday, 25 July 2013

Waktu : 10.00 WIB

Lokasi : Ruang Kepala SMP Muhammadiyah 3 Yogyakarta

Hal : Penyerahan proposal dan surat izin penelitian

Keterangan : GBI : Guru Bahasa Inggris

P : Peneliti

KS : Kepala Sekolah SMP Muhammadiyah 3 Yogyakarta

P tiba di sekolah pukul 10.00 WIB. Sebelum menemui KS, terlebih dahulu P menemui GBI di ruang guru. Kemudian GBI dan P menemui KS di ruang kepala sekolah. Di ruang KS, P mengutarakan maksud kedatangannya dan menyerahkan surat izin penelitian beserta proposal. Setelah mempelajari proposal dan bertanya pada P tentang tujuan penelitian dan waktu yang dibutuhkan dalam penelitian ini, KS memberikan izin penelitian dan mempersilahkan P memulai penelitian minggu depan di kelas yang sudah disepakati bersama GBI. P mengucapkan terima kasih dan mohon pamit untuk kemudian meninggalkan ruang kepala sekolah.

Field notes 5

Cycle I

Pertemuan 1

Hari, Tanggal : Selasa, 20

Waktu : Jam ke 3-4 (8.20-9.40 WIB)

Lokasi : Ruang kelas VIIIA

Hal : Implementasi penggunaan *role play techniques* dalam pengajaran *speaking practice (asking, giving and refusing something)* – Pertemuan pertama.

Keterangan : GBI : Guru Bahasa Inggris

P : Peneliti

- Pukul 8.25 WIB GBI dan P memasuki ruang kelas VIIIB. Suasana kelas yang agak gaduh mendadak menjadi tenang. GBI memperkenalkan P dan menjelaskan secara singkat mengenai program P yang akan dilaksanakan di kelas tersebut. Kemudian GBI menyerahkan tanggung jawab kelas kepada P dan GBI duduk di kursi paling belakang.
- P memperkenalkan diri dan menanyakan kabar dalam bahasa Inggris. Sedikit sekali siswa yang menjawab, *"I'm fine, and you?"*. Siswa mungkin memahami salam dalam bahasa Inggris dan bagaimana menjawabnya, tapi masih ragu-ragu untuk menjawabnya. Saat P bertanya *"Who is absent today?"* tidak ada yang menjawab. Kemungkinan siswa tidak mengerti. Akhirnya P merubahnya ke dalam bahasa Indonesia dan siswa mengerti arti dari pertanyaan tersebut lalu menjawab *"Nihil, miss."*
- Kegiatan dilanjutkan dengan membahas tema hari ini yaitu *"asking, giving and refusing something"*. Pertama tama, P menunjukkan beberapa gambar *the things sold in the grocery shop*, lalu menanyakan beberapa pertanyaan simple seperti *"Do you ever go to the grovery shop?"*, *"Do you know all these things in the grocery shop?"*, etc. sebagian siswa menjawab *"yes, Miss"*. Setelah itu guru melafalkan kata-kata dari gambar sambil menunjukkan gambarnya diikuti siswa. Tetapi siswa bingung membedakan arti dari *garlic* dan *onion*. Selain itu, siswa tidak lancar melafalkan kata2nya.
- Kegiatan selanjutnya adalah membahas materi *asking, giving and refusing something* dan memberikan beberapa contoh. Saat peneliti memberikan pertanyaan dalam Bahasa Inggris, beberapa siswa tampak sangat panik, dan sebagian siswa hanya diam saja. Kemudian peneliti mengartikan pertanyaan tersebut dalam Bahasa Indonesia, beberapa siswa mulai merespon pertanyaan tersebut tapi sebagian besar menjawab dalam Bahasa Indonesia. Kemudian peneliti memberi tahu kata yang dimaksud dalam Bahasa Inggris dan siswa menirukan. Peneliti juga menggabungkan Bahasa Indonesia dan bahasa Inggris saat bertanya.
- P kembali memberikan pertanyaan pertanyaan sederhana mengenai materi tersebut dan tidak lupa pula menerjemahkan pertanyaan tersebut dalam bahasa indonesia. Tetap saja beberapa siswa masih diam. P bertanya kenapa tidak serentak menjawabnya? dan beberapa siswa menjawab *"Takut salah, Miss."*

ada juga yang menjawab grogi, malu. Lalu P mengulang kembali memberikan pertanyaan pancingan dengan menggunakan bahasa Inggris tetapi dengan intonasi lebih pelan. Dan hasilnya, siswa dengan serentak menjawab pertanyaan-pertanyaan tersebut dengan benar. Meskipun beberapa kata masih salah dalam pengucapan saat siswa menjawab pertanyaan. Hal ini wajar mengingat *speaking* tidak diajarkan secara intensif.

- Setelah itu guru meminta siswa untuk membuat kelompok latihan *speaking* di depan kelas berdasarkan materi yang sudah diterangkan. Siswa diminta untuk berdiskusi dahulu dengan kelompoknya untuk mempersiapkan latihan *speaking*. Disela-sela diskusi jika ada kata-kata yang sulit atau tidak dimengerti, siswa diminta P untuk menuliskan di papan tulis lalu dibahas bersama untuk mencari arti kata dan pengucapannya. Semua siswa terlihat antusias, beberapa di antara mereka menuliskan beberapa kata yang tidak dimengerti dan kemudian P memimpin diskusi untuk mengetahui arti kata tersebut dan bagaimana cara malafalkannya. Kelompok 2 terlihat sangat antusias berdiskusi mengenai percakapan yang telah diperlihatkan tadi. Mereka terlihat saling memberi saran tentang kesalahan temannya.
- Setelah 15 menit berlalu, P menawarkan apakah ada yang mau maju ke depan. Dan mengejutkan, siswa laki-laki yang biasanya tidak pernah mau maju semuanya angkat tangan. GBI pun tersenyum keheranan. Lalu satu per satu siswa maju ke depan kelas untuk mempraktikkan *role play performance* based on the text.
- Pukul 9.40 bel berbunyi tanda jam pelajaran bahasa Inggris berakhir. P mengucapkan salam dan mengingatkan siswa agar latihan *role play* dan membuat percakapan dari materi tadi untuk pelajaran selanjutnya.

Field notes 6

Cycle I

Pertemuan 2

Hari, Tanggal : Sabtu, 24 August

Waktu : Jam ke 7-8 (11.15-12.55 WIB)

Lokasi : Ruang kelas VIIIA

Hal : Implementasi penggunaan *role play techniques* dalam pengajaran *speaking practice (asking, giving and refusing something)* – Pertemuan kedua.

Keterangan : GBI: Guru Bahasa Inggris

P : Peneliti

- P dan GBI masuk kelas pada pukul 11.20. Pelajaran bahasa Inggris di kelas ini diadakan seminggu dua kali, yaitu pada hari Selasa pada jam pelajaran ke 3-4 dan hari Sabtu pada jam pelajaran ke 7-8. GBI langsung menuju bangku paling belakang sedangkan P menuju meja guru di depan kelas untuk meletakkan tas lalu berdiri di depan kelas untuk menyapa siswa. “*How are*

you today, class?” tanya P. Beberapa siswa menjawab dengan antusias, beberapa menjawab dengan tidak bersemangat. Saat P menanyakan “*Who is absent today?*” beberapa siswa menjawab, “Nihil, Miss.”. Siswa mulai memahami kata-kata yang P ucapkan dalam bahasa Inggris meskipun cara menjawabnya masih dalam bahasa Indonesia.

- Kegiatan pertama adalah review pertemuan sebelumnya. P menanyakan beberapa materi yang sudah diajarkan pada pertemuan yang lalu. Siswa mengulang kembali beberapa kalimat dalam percakapan jual beli seperti yang telah diajarkan pada pertemuan kemarin. Lalu guru bertanya apakah siswa membawa teks contoh asking, giving and refusing something atau tidak. Ternyata ada beberapa siswa yang lupa membawa dan guru meminta mereka untuk bergaung ke teman yang membawa teks.
- Kegiatan selanjutnya adalah membagi siswa menjadi beberapa kelompok yang terdiri dari 2 orang, lalu P menyuruh salah seorang anak untuk membagikan worksheet kepada masing masing kelompok terkait dengan soal latihan, setelah itu pekerjaan mereka didiskusikan secara lisan dengan teman kelompoknya.
- Setelah kegiatan diskusi selesai, siswa diminta untuk menyiapkan diri berperan menjadi customer dan shopkeeper. Mereka akan berperan untuk role play performance di depan kelas. Banyak dari mereka senang karena pada productions, mereka berperan menggunakan role cards, cue cards dan gambar sebagai media dalam percakapan. Selain itu, untuk lebih memotivasi siswa, P memberikan pujian lisan seperti “*Good*”, “*Excellent*” setelah semua siswa mendapatkan giliran di depan kelas.
- Berdasarkan pengamatan dalam kegiatan, siswa terlihat sangat antusias karena mereka dapat berkreasi sesuai dengan apa yang mereka inginkan. Mereka senang karena kegiatannya tidak hanya menghafalkan dialogue, praktek di depan kelas, ataupun mengerjakan LKS. Mereka merasa, kelas bahasa Inggris semakin menyenangkan. Hal ini terlihat dari antusiasme mereka saat diminta maju kedepan, tanpa harus ditunjuk, mereka sudah menawarkan diri walaupun masih ada beberapa siswa yang masih malu dan bersuara lirih dalam role play performance.
- Kegiatan selanjutnya adalah memberikan sedikit feedback mengenai *performances* mereka. Masih banyak terjadi kesalahan pada pronunciation, tapi secara perbandingan kata mereka sudah semakin meningkat.
- Sebelum kelas berakhir P menyimpulkan pelajaran yang didapat dalam kegiatan ini. Kelas berakhir pukul 12.55. P mengucapkan salam perpisahan dan berdoa bersama sebelum jam pelajaran terakhir ditutup.

Field notes 7

Cycle II

Pertemuan 3

Hari, Tanggal : Selasa, 27 August 2013

Waktu	: jam ke 3-4 (11.15-12.55 WIB)
Lokasi	: ruang kelas VIIIA
Hal	: Implementasi penggunaan Role Play technique dalam pengajaran bahasa Inggris “asking, giving and denying opinion” – Pertemuan pertama.
Keterangan	: GBI : Guru Bahasa Inggris P : Peneliti

<ul style="list-style-type: none"> • GBI dan P memasuki kelas pada pukul 08.20. Suasana gaduh di dalam kelas langsung sedikit tenang. GBI duduk di bangku kosong di barisan paling belakang sedangkan P meletakkan buku dan map di meja guru lalu memberi salam pada siswa. “<i>Good morning, class. How are you today?</i>” Siswa menjawab dengan serempak “<i>Good morning. I am fine, and you?</i>” P menjawab, “<i>I’m fine, too. Who is absent today?</i>” Siswa menjawab dengan serempak, “Diah Adinda, Miss.” “what happened with her, class” siswa menjawab “diah sakit, Miss”. Hal ini menunjukkan mereka mengerti dan tidak ragu lagi dalam menjawab salam dan pertanyaan yang sebelumnya mereka belum paham. Kemudian P bertanya, “<i>What day is today?</i>”, Siswa serempak menjawab “<i>Tuesday</i>” dengan benar. Sebagai <i>lead-in</i> untuk topik hari ini yaitu <i>asking, giving and denying opinion</i>, P menanyakan pernahkah kalian pergi ke supermarket lalu ditanya pendapatnya tentang baju?. Siswa menjawab pernah, Miss. • Setelah itu, guru memperlihatkan gambar pakaian kepada siswa dan melafalkan kata dengan lisan. Murid melafalkannya setelah guru. Siswa semaksimal mungkin gambar yang ditampilkan bagus dan berwarna. Selanjutnya guru mengoreksi pelafalan siswa. Selain itu, guru menerangkan tentang maknanya dan memberikan banyak contoh tentang pelajaran hari ini yaitu <i>asking, giving and denying opinion</i>. • Setelah materi diterangkan, guru memberikan beberapa latihan yang dijawab orally dengan cara berdiskusi dengan teman sebangkunya. Suasana kelas pun menjadi gaduh karena suara siswa. • Setelah dirasa cukup penjelasan, P menerangkan kembali tentang materi dan mengoreksi kesalahan dalam pelafalan kata pada diskusinya. Setelah itu guru meminta siswa untuk mempraktikkannya di depan kelas. Tidak lupa sebelumnya membagi siswa ke dalam beberapa kelompok. Tugas mereka selanjutnya adalah memilih salah satu ekspresi dalam kalimat rumpang untuk dipraktikkan secara lisan di depan kelas. Para siswa diberikan waktu 20 menit sebelum melakukan performance di depan kelas. • Setelah 20 menit, satu persatu kelompok maju kedepan untuk role play performance berdasarkan teks percakapan yang sudah diisi dan didiskusikan tadi. Semua kelompok sudah melakukan performance dengan sangat antusias dan semua tokoh diperankan dengan baik. • Setelah selesai, P melakukan evaluasi dan sedikit feedback mengenai performance mereka. Pada dasarnya semua sudah baik, hanya pada pronunciation perlu ditingkatkan lagi. • Bel berbunyi pukul 12.55, tandanya kelas bahasa Inggris hari ini berakhir. P

mengingatkan siswa agar jangan sampai lupa latihan berbicara dari percakapan tadi dan mencoba membuat percakapan asking, giving and denying opinion. P mengucapkan salam dan kelas hari ini berakhir.

Field notes 8

Cycle II

Pertemuan 4

Hari, Tanggal : Selasa, 3 September 2013

Waktu : Jam ke 7-8 (11.15-12.55 WIB)

Lokasi : Ruang kelas VIIIA

Hal : Implementasi penggunaan Role Play technique dalam pengajaran bahasa Inggris “asking, giving and denying opinion”– Pertemuan kedua

Keterangan : GBI : Guru Bahasa Inggris

P : Peneliti

- P dan GBI tiba di kelas pada pukul 11.25 WIB. Kelas yang tadinya gaduh berangsur tenang. P langsung menuju meja guru sedangkan GBI menuju bangku kosong di barisan paling belakang. P kemudian menyapa siswa dan mereka menjawab dengan serempak sama seperti saat P menanyakan absen. Hari ini semua siswa hadir. Sebelum masuk ke kegiatan inti, P menanyakan beberapa pertanyaan seputar kegiatan yang telah mereka pelajari selama 3 kali pertemuan. Hari ini adalah pertemuan terakhir dan P ingin menanyakan pendapat mereka mengenai kegiatan bermain peran dalam pelajaran bahasa Inggris. “*What do you think about using role cards, cue cards and pictures as media in the learning English?*” tanya P. “Menyenangkan, Miss. Membuat saya jadi berani karena sudah ada clue nya,” jawab salah satu siswa. Saya jadi gak malu malu lagi kalau disuruh maju.
- Setelah beberapa saat bertanya pada siswa, P melanjutkan materi pertemuan yang lalu. “*Yesterday we talked about what?*” tanya P untuk mengingatkan siswa materi pada pertemuan yang lalu. Sebagian besar siswa menjawab, “*Asking, giving and denying opinion, Miss*”. “*What did I ask you to bring today?*”. Latihan berbicara dan membuat percakapan, Miss. “*Do you have it, now?*”, *Yess, Miss*.
- Setelah itu P meminta siswa untuk berdiskusi dengan siswa lain untuk prepare role play performance. Siswa diberikan waktu sekitar 20 menit untuk mempersiapkannya. Mereka diperbolehkan membuka kamus ataupun menanyakan kata kata yang mereka anggap sukar kepada P. Setelah 20 menit berlalu, masing masing siswa diminta untuk bergantian maju didepan kelas. Peraturannya hampir sama dengan minggu lalu, siswa berperan sebagai context yang ada dicontoh lalu memerankannya sesuai dengan perannya. Setelah semua siswa maju ke depan, saatnya P memberikan feedback dan sedikit evaluasi mengenai kegiatan hari ini.
- Kekurangan-kekurangan dalam penampilan mereka sebelumnya sudah

berkurang. Misalnya mengenai volume suara. Pada penampilan sebelumnya mereka masih ragu-ragu dalam mengucapkan suatu kata sehingga mereka takut untuk bersuara keras, kali ini mereka bersuara lebih keras sehingga bisa didengar seisi kelas. Pada penampilan sebelumnya, siswa terpaku pada naskah mereka sehingga acara berlangsung tidak komunikatif, tetapi pada penampilan kali ini mereka tidak sepenuhnya terpaku pada catatan mereka. Ada usaha untuk mengimprovisasi peran dalam percakapan dan menjadikan penampilan mereka terkesan tidak monoton. Mereka lebih percaya diri mengingat pada penampilan sebelumnya mereka masih grogi. Mereka banyak belajar dari penampilan sebelumnya. Secara keseluruhan, kemampuan mereka dalam berbicara bahasa Inggris mulai meningkat sedikit demi sedikit dilihat dari cara mereka mendeskripsikan artis idola mereka dan pengucapan yang semakin baik dibandingkan dengan penampilan sebelumnya. Mereka mulai bisa menggunakan intonasi dengan baik.

- Karena hari ini adalah hari terakhir pertemuan sebelum penelitian berakhir, P menyampaikan rasa terima kasih pada siswa atas kerja sama yang baik yang terjalin selama penelitian berlangsung. Sebelum kelas berakhir P menanyakan pada siswa kemajuan apa saja yang mereka dapat selama belajar berbicara dengan menggunakan media film animasi. Sebagian besar siswa mengaku kalau mereka jadi lebih percaya diri karenamereka bisa mendengarkan bagaimana cara melafalkan kata-kata dengan tepat, tidak seperti jika hanya membaca text di depan kelas. Meski belum mencapai level yang maksimal, mereka puas dan senang dengan kemampuan berbicara mereka yang mulai meningkat dengan latihan dan aktivitas yang membuat mereka berbicara dalam bahasa Inggris. Mereka berharap kedepannya akan ada banyak kesempatan bagi mereka untuk berbicara dalam bahasa Inggris, tidak hanya menterjemahkan teks setiap pertemuan seperti pada pertemuan-pertemuan sebelumnya.
- Bel pulang sekolah berbunyi pukul 12.55, P mengucapkan terima kasih dan meminta maaf pada siswa jika selama ini ada kesalahan. Kelas hari ini berakhir dan penelitian telah selesai dilaksanakan. P dan GBI segera meninggalkan kelas.

Field notes 9

Hari, Tanggal : Senin, 7 August

Waktu : Jam 08.00 WIB

Lokasi : Ruang Kepala SMP Muhammadiyah 3 Yogyakarta

Hal : Perpisahan

Keterangan : KS : Kepala Sekolah SMP Muhammadiyah 3 Yogyakarta

GBI : Guru Bahasa Inggris

P : Peneliti

P tiba di sekolah pukul 08.00 WIB. Tujuan P hari ini adalah untuk berpamitan pada KS dan GBI karena penelitian telah selesai pada hari Selasa, 3 November 2013 yang lalu. Sebelum menemui KS diruanganya, P menemui GBI terlebih dahulu untuk kemudian bersama-sama menemui KS. Saat menghadap KS, P menyampaikan rasa terima kasih karena sudah diijinkan melakukan penelitian di sekolah ini dan bahwasanya penelitian sudah berakhir dan P ingin berpamitan dengan KS dan GBI. Tak lupa P meminta maaf apabila selama melaksanakan kegiatan penelitian P melakukan kesalahan. KS pun menanggapi dengan positif. Beliau juga mengucapkan terima kasih atas kerjasama yang baik antara P dan pihak sekolah. P meninggalkan sekolah pukul 09.40 WIB.

APPENDIX D

INTERVIEW

TRANSCRIPTS

Interview 1

Hari, tanggal: Selasa, 23 Juli 2013

Tempat : Kelas VIIIA, SMP Muhammadiyah 3 Yogyakarta

Narasumber : Siswa kelas VIIIA

R: the researcher **S:** the students

R : *Pengen tidak bisa ngomong pakai bahasa Inggris?*

Do you want to be able to speak English?

S : *Ia mba pengen tapi malu, Mba.*

Yes, I do. I want to speak English but I am ashamed, Miss.

R : *Kenapa malu memangnya?*

Why are you ashamed?

S : *Malu kalo nanti pas ngomong salah, Mba.*

I am ashamed if I make a mistake in speaking, Miss.

Interview 2

Hari, tanggal: Selasa, 23 Juli 2013

Tempat : Kelas VIIIA, SMP Muhammadiyah 3 Yogyakarta

Narasumber : Siswa kelas VIIIA

R: the researcher **S:** the students

R : *Kesulitannya apa kalau belajar speaking?*

What are the difficulties in learning speaking?

S : *Kata-katanya sulit untuk diucapkan, Mba.*

The worrds are difficult to be pronounced, Miss.

R : *Selain itu ada lagi tidak?*

Anything else?

S : *Banyak arti kata yang tidak tau aku, Mba.*

I don't know the meaning of many words in English, Miss.

Interview 3

Hari, tanggal: Selasa, 23 Juli 2013

Tempat : Kelas VIIIA, SMP Muhammadiyah 3 Yogyakarta

Narasumber : Siswa kelas VIIIA

R: the researcher **S:** the students

R : *Saat pelajaran bahasa Inggris sering ada latihan speaking tidak?*

Are there any speaking practices during the English lesson?

S: *Jarang ada latihan speaking-nya, mba. Kebanyakan aktifitas cuma mengerjakan latihan di buku dan textbook.*

There are only few speaking practices during the English lesson, Miss.
Almost all the activities are dominated by doing exercises in the textbook.

Interview 4

Cycle I, First Meeting

Hari, tanggal: Selasa, 20 Agustus 2013

Tempat : Kelas VIIIA, SMP Muhammadiyah 3 Yogyakarta

Narasumber : Siswa kelas VIIIA

R: the researcher

S: the students

R : Tadi paham tidak saat saya menerangkan pelajaran memakai bahasa Inggris?
Do you understand when I explained the lesson in English?

S : Ngerti kok Miss, tapi tadi aku bingung artinya “onion” ma “garlic”.

Yes, I do, but I’m still confused the meaning between onion ma garlic.

R : Oh iya, tapi kamu jadi paham ga setelah saya terangkan? Terus apa kalian seneng pas liat gambar dari saya? Kalian ngerti tidak cara bacanya?

I see, do you understand after I explain the differences between onion and garlic? Then, Are you happy when you see some pictures from me? Do you understand how to pronounce it?

S : Aku jadi paham miss. Aku juga seneng banget soanya Miss anna kasih liat gambar- gambar pas nerangin jadi aku ngerti.

Yes, I do. I understand. I am very happy because Miss Anna showed pictures when explaining the lesson. So I can get the point.

Interview 5

R: the researcher

S: the students

R : Ada kesulitan tidak saat saya menerangkan pelajaran memakai bahasa Inggris.
Do you have any difficulties when I explained the lesson in English?

S: Pas awal-awal ada yang tidak mudeng tapi ngerti ko aku maksudnya.

At the first time, I was a little bit confused but I know what you mean.

R : Tidak harus mudeng semuanya ko, yang penting kamu tau maksudnya saja sudah bagus banget. Tapi minggu depan harus belajar cara bacanya lagi ya.

You don't need to understand all the words I said. It's great if you have understood what I mean but you should try the way to pronounce word again.

S : Beneran miss? Ok, aku akan belajar, Miss.

Are you sure? Ok, I would like to study again, Miss.

Interview 6

R: the researcher

ET: English Teacher

- R : Menurut bapak bagaimana speaking tasks yang saya berikan kepada siswa
What do you think about the speaking tasks that I gave to the students?
- ET: Bagus mba. Dengan banyak mengerjakan speaking tasks siswa menjadi lebih siap untuk melakukan role play.
It's good. By having more practices through the speaking tasks, the students can be more ready in performing the role play.
-

Interview 7

R: the researcher

S: Students

- R: Paham tidak dengan aturan role play-nya tadi?
Did you understand the rules of the role play today?
- S: *Paham mba, kan tadi aturanya sudah ada semua di kartu yg mba anna kasih.*
Yes, I did. I understood because the rules were already written in the card you gave to me, miss.
- R: *Tadi menurut kamu role card yang saya berikan berguna tidak?*
Did you think that the role card I gave you today was useful?
- S: *Role card yang apa to, Mba?*
What do you mean by role card, Miss?
- R: *Itu lho kartu yang isinya aturan role plays yang tadi saya berikan.*
The card that contains the rule of role plays I gave you in the learning process.
- S: *Oh yang itu mba. Iya berguna, soalnya aku jadi tambah ngerti aturan role play-nya kalau memakai kartu kaya gitu, Mba.*
Oh, I see, miss. Yes, it was useful. I could understand the rules of the role play easily if I used that card, Miss.
-

Interview 8

R: the researcher

S: Students

- R: *Tadi kamu berperan jad shopkeeper ya pas role play?*
Did you act as a shopkeeper during the role play today?
- S: *Iya, miss.*
Yes, I did.
- R: *Ngomong-ngomong tadi daftar harganya berguna tidak?*
By the way, was the price list useful for your performance?
- S: *Berguna banget mba. Aku bisa lupa mas harga barangnya kalau tidak bawa daftar harga.*
Yes, it was. It was very useful for me, Miss. I could forget the price of the things I sold if I did not bring the price list.
-

Interview 9

R: the researcher

S: Students

- R: *Menurut kamu kartu yang kamu bawa saat role play tadi bisa membantu kamu lebih mudah berbicara?*
Did you think that the card which you brought in the performance could help you to speak?
- S: *Iya mba.*
Yes, miss.
- R: *Kenapa berfikir begitu?*
Why do you think so?
- S: *Kan bisa lihat di kartunya kalo lupa mau ngomong apa.*
I could see the card if I forgot what I wanted to say.
-

Interview 10

R: the researcher

S: Students

- R: *Apa yang membuat kamu suka dengan role play hari ini?*
What can make you like the role play today?
- S: *tadi ada gambar-gamarnya Miss, jadi terasa kaya jualan beneran.*
There are pictures used in role play, miss. So it really looks like to sell something.
-

Interview 11

R: the researcher

ET: English Teacher

- R : *Bagaimana menurut ibu tentang media yang saya gunakan dalam role play?*
Then, what do you think about the media that I use for the role play, Ma'am?
- ET: *Saya kira untuk media tidak ada permasalahan dan sudah cukup bagus. Kelihatannya tadi anak-anak senang saat melakukan role play menggunakan media.*
I think there is no any problem about the media, it is good. The students look happy when perform the role play using media.
- R : *Bener bu selain mereka merasa senang tadi saya lihat anak- anak juga antusias sekali memperagakan role play didepan kelas.*
Yes, it's true. Beside they are happy I also see the students are enthusiastic to perform the role play in front of the class.
-

Interview 12

Cycle I, Second Meeting

Hari, tanggal: Sabtu, 24 Agustus 2013

Tempat : Kelas VIIIA, SMP Muhammadiyah 3 Yogyakarta

Narasumber : Siswa kelas VIIIA

R: the researcher

S: the students

R : *Kamu merasa lebih siap tidak kalau sebelum melakukan role play diberi latihan buat ngomong dulu?*

Do you feel more ready to perform the role play if you are given speaking practices at first?

S : *Iya mba.*

Yes, I do.

R : *Mengapa?*

Why?

S : *Kan bisa jadi lebih lancar mas ngomongnya kalau sebelumnya latihan dulu.*

I can speak more fluently if I have speaking practices at first.

Interview 13

R: the researcher

ET: English Teacher

R : *“Menurut Ibu, apakah tehnik role play pada cycle ini efektif?”*

Was the role play technique in this cycle effective, Maam?

ET: *“Tentu saja. Anak-anak tampak aktif ketika melaksanakannya. Sepertinya mereka sudah paham benar dengan tugasnya. Jadi masing-masing kelompok bisa menyelesaikannya tepat waktu.”*

Yes, of course. It seemed that the students joined the activity actively. I think they really understood the task so that each group could finish on time.

R : *“Bagaimana dengan interaksi siswa selama pelajaran tadi, Bu? Apakah masih malu dalam melakukan percakapan?”*

What is your opinion about the students' interaction during the learning process, Maam? Are they still shy to do the conversation?

ET: *“Menurut saya mereka paling tidak sudah lebih interaktif ketika mengikuti proses pembelajaran. Tetapi masih ada sedikit murid yg malu”*

I think at least they were more interactive when they joined the lesson. However, there were many students who were shy during the lesson.

Interview 14

R: the researcher

ET: English Teacher

R: *Bagaimana menurut ibu tentang role play technique?*

What do you think about role play technique, Ma'am?

ET: *Menurut saya role play adalah teknik yang bagus untuk belajar speaking. Siswa dapat belajar dengan baik memakai tehnik role play dan dapat meningkatkan motivasi siswa belajar berkelompok.*

I think it was a good technique for learning speaking. Students can learn well by using the jigsaw technique and help them to have higher motivation in a group.

Interview 15

R: the researcher

S: the students

R : *Bagaimana menurut kamu tentang materi pakai tehnik role play?*

What do you think about the materials through role play technique?

S : *Menurut aku aktifitasnya nyenengin miss karna ada gambarnya gitu.*

Aku jd termotivasi belajar speaking. Aku pengen bawain materi dengan baik jadi aku ngerti.

I think it is good activity because there are pictures, Miss. I am motivated to learn speaking. I need to present my material well, so that I can understand.

Interview 16

R: the researcher

S: the students

R : *"Kalau kegiatan selanjutnya role play lagi gimana? sulit gak?"*

What if we have role play again in the next meeting? Is there any difficulty?

S : *"Ngga Mbak. Aku malah seneng Mbak, kalau pakai role play lagi. Aku jadi termotivasi gitu Mbak pas speaking, pas presentasi lagi. Biar teman-teman sekelompokku mudheng semua, sekalian aku latihan speaking juga Mbak. Kan aku jadi tahu cara ngomongnya gimana."*

No. I feel excited indeed if using role play again. I feel motivated when speaking and present the material. Thus, my friends can understand. Also I can practice my speaking. So I will know how to pronounce it correctly.

Interview 17

R: the researcher

S: the students

R : *Sulit ga belajar bahasa inggris pake role play?*

Is there any difficulty in learning English using role play?

S : *Ngga, Miss. Aku ngga punya kesulitan dalam peajaran Bahasa Inggris kalau belajar menggunakan role play seperti tadi. Soalnya, menurut saya menarik dan saya jadi punya motivasi buat belajar.*

No, I had no difficulty in learning English in using role play because it was interesting and it was motivating.

Interview 18

R: the researcher

S: the students

R : *"Terus waktu presentasi gimana? Bisa?"*

So, how is the presentation? Can you do it?

S : *"Bisa mbak. Pertamanya agak nggak PD mbak. Tapi teman-teman yang lain juga pada presentasi. Jadi enak aja kesananya, nggak nderedeg lagi. Jadi PD. Malah seneng mbak, jadi kaya diskusi tapi pakai bahasa Inggris semua."*

Yes, I could. I was a little bit unconfident at the beginning. But, my friends did the presentation too. So, it ran well, I did not feel nervous anymore and

became confident. It was fun, it was more like having a discussion but using English.

Interview 19

R: the researcher

S: the students

P : *"Terus kalau kamu sendiri speakingnya gimana?"*

And how is your speaking skill?

S : *"Jadi lebih bisa mbak. Tadinya aku banyak yang ngga ngerti cara bacanya gimana, sama ngga ngerti kata-katanya. Abis diskusi sama teman-teman, jadi ngerti. Kan kalau presentasinya benar, yang di role play group paham aku presentasi isinya apa"*

It is better. At the beginning, I did not understand many words, the pronunciation and the meaning of them. After I had the discussion, I understood. If I did the presentation well, the members in my role play group would get what I have presented.

Interview 20

R: the researcher

S: the students

P : *"Kan kegiatan seperti tadi itu masih baru buat kalian, menurut kamu pengaruhnya positif atau negatif terhadap pelajaran speaking?"*

The activity is a new thing for you, so what do you think of its impact? Is it positive or negative in your learning speaking?

S : *"Emm, menurutku si positif. Kan belum pernah jadinya menarik. Biasanya kita Cuma pas dialog sama ditanya guru kalau speaking. Tapi tadi, kita bisa presentasi pakai bahasa Inggris. Jadi tau, salahnya dimana."*

Emm, I think it is positive. Since it is new for us, it is interesting. Usually, we learn speaking when having dialogue and being asked by the teacher. But in this activity, we can do presentation using English. Thus, we know the mistake we have made.

Interview 21

R: the researcher

S: the students

R : Tadi pelajarannya gmna? Seneng engga?

How about the materials? Were you felt happy?

S : *Iya mbak, nyenengke belajarnya, banyak tanya jawab sama teman-teman. Aku suka, jadi PD juga pas ngomong bahasa Inggris. Udah gitu, aku jadi nambah kosakata, ngerti cara mbacanya juga. Jadi ngga bingung mau ngomong apa pake bahasa Inggris*

Yes, Miss, it was fun, I had a lot questions and answers with my friends. I like it, so I felt confident to speak in English. Moreover, I have more

vocabulary and also I know how to pronounce them. Thus, I am not confused to speak English.

Interview 22

Cycle II, First Meeting

Hari, tanggal: Sabtu, 27 Agustus 2013

Tempat : Kelas VIIIA, SMP Muhammadiyah 3 Yogyakarta

R: the researcher

S: the students

P : *"Jujur ya, kegiatan role play tadi membantu kamu ngga dalam latihan speaking?"*

To be honest, did the activity of role play help you in speaking practice?

S :*" Ya, banyak yang aku ngga tau kosakatanya. Tapi makin lama aku makin bisa mbak. Jadi banyak ngerti. Terus kalau ada salah pronunciation itu, suka dibetulin sama teman-teman. Jadi paham yang benar gimana. Lagian kan aku juga banyak tanya sama Mbak. Jadinya yaa, aku sekarang ngga takut salah kalau speaking."*

Yes, there are many vocabularies I did not know before. But, my ability is getting better. I can understand a lot more. Besides, if I had mispronunciation, my friends corrected me. So I could know the correct ones. And also, I asked you a lot. So, I am not afraid anymore when speaking

Interview 23

R: the researcher

S: the students

R : *"Pas performance tadi, masih deg-degan ngga?"*

When doing the performance, did you still feel nervous?

S : *"Udah ngga dong mbak. Tadi rasanya kaya lagi komunikasi aja depan teman-teman. Tapi bedanya pakai bahasa Inggris."*

No, I did not. It felt like doing communication in front of my friends in English.

R : *"Masih takut salah-salah ngga ngomongnya?"*

Did you still feel afraid of making mistake?

S : *"Udah ngga. Kan udah latihan sama latihan sebelumnya di kelompok. Lagian kalau salah, temenku juga ada yang ngasih tau yang benarnya kayak gimana."*

No, Miss because I had discussed the conversation and practiced it before in my group. And also, if I made mistake, my friends would tell me the correct ones.

Interview 24

Cycle II, Second Meeting

Hari, tanggal: Selasa, 3 September 2013

Tempat : Kelas VIIIA, SMP Muhammadiyah 3 Yogyakarta

R: the researcher

S: the students

R: *Ngomong-ngomong kenapa lebih suka kerja kelompok?*

By the way, why do you prefer working in group?

S: *Kalau kerja kelompok kan bisa saling membantu mba.*

We can help and support one and another in the group work.

R: *Kira-kira jadi tambah berani tidak ngomong Inggrisnya kalau pakai role play?*

By the way, do you feel more confident to speak English through role play activities?

S: *Iya mba. Jadi lebih berani aku.*

Yes, I do. I feel more confident.

Interview 25

R: the researcher

S: the students

R : *“Tadi waktu yang diberikan dari Miss Anna gimana? Lebih lama dari pada yang dulu tidak?”*

What about the time limit I gave to you? Is it longer than before?

S : *“Lebih lama kok, Mbak.”*

Yes, it was longer than before, Miss.

R: *“Berarti tadi lancar ya menguasai materinya? Nggak bingung lagi?”*

It means that you can finish the materials easily, can't you?

S : *“Iya, Mbak.”*

Yes, I can, Miss.

Interview 26

R: the researcher

S: the students

R : *“Terus kalau performance suka ngga?”*

And, how was the performance activity? Did you like it?

S : *“Suka mba. Dulukan jarang performance bahasa Inggris, sekarang bisa performance sekalian latihan sama teman-teman.”*

I like it, Miss. I seldom did the performance in the past time, but now I can do it and practice it also

R : *“Tadi PD ngga pas performance?”*

Were you confident when doing the performance?

S : *“PD dong mbak. Kan tadi di kelompok aku dah latihan sama teman-teman, isinya apa, cara mbacanya gimana. Jadi ngga takut salah lagi.”*

Yes, I was because in the group, I already had a practice with my friends about the content, the pronunciation. So, I am not afraid of making mistake any more.

Interview 27

R: the researcher

ET: English Teacher

R : Menurut ibu, kepedean siswa di pembelajaran speaking bagaimana?

How is your opinion about their self confidence in the speaking-learning process, Ma'am?

ET: Kalau tentang PD, iya Mbak, jelas terlihat. Anak-anak sepertinya lebih PD saat speaking. Karena dari kemarin memang anak-anak harus performance, jadi ya, di cycle 2 ini mereka kelihatan lebih PD. Ngga malu-malu lagi, atau takut kalau disuruh speaking ya.

In the matter of their self confidence, it can be seen clearly. They tend to feel more confident in speaking because, since last days, they had to do the performance. So, in Cycle 2 they seemed more confident. They were not shy or afraid to speak.

Interview 28

R: the researcher

ET: English Teacher

P: “Gimana dengan feedbacknya? Apa ada pengaruhnya?”

What was the feedback? Did it have any effect for you?

S: “Jelas dong Miss, selain saya jadi tahu gimana cara pengucapan kata-kata dalam bahasa Inggris yang bener, saya juga jadi lebih PD pada performance selanjutnya karena saya sudah tahu sebelumnya dari feedback itu sendiri”

Definitely, Miss. Beside I knew how to pronounce English words correctly, I also felt more confident when performed because I have known the correct ones from the feedback.

Interview 29

R: the researcher

ET: English Teacher

R : “Kalau menurut Ibu, pronunciation siswa sekarang gimana ya Bu setelah adanya pronunciation feedback?”

What do you think about the students' pronunciation after the feedback pronunciation was applied?

ET: “Menurut saya ya seperti tadi itu Mbak, bagus peningkatannya. Pengucapan kata-kata bahasa Inggris mereka jadi lebih baik. Ya, paling tidak mereka bisa mengucapkan kata-kata yang sering dipakai atau yang sering muncul gitu dengan benar.”

Just like what I have said before, Miss. Their improvement is good. Their pronunciation is better. Well, at least, they can pronounce high-frequency words correctly.

APPENDIX E
OBSERVATION
CHECKLIST

OBSERVATION CHECKLIST FORM

Preliminary observation/ Cycle 1/ Cycle 2

Date :

No.	Criteria	Y/N	Comment
A. Pre-Teaching			
1	The teacher greets and asks students' condition		
2	The students respond to the teacher's greeting and tell about their condition		
3	The teacher reviews the previous materials		
4	The teacher introduces the topic to the students		
5	The teacher tells the objective of the teaching learning process		
B. Whilst Teaching			
6	The teacher distributes handouts/worksheets		
7	The teacher asks students to read a text/ to listen to her		
8	The students read the text/ listen to the teacher		
9	The students identify the generic structure used in the text		
10	The materials are explained in an understandable way		
11	The teacher checks students' understanding		
12	The teacher asks questions to the students		
13	The teacher gives chances to the students for asking questions		
14	The students ask questions		
15	The students answer the teacher's questions		
16	Teacher's directions are clear and concise; and students are able to carry them out		
17	The teacher asks students to do the exercise		
18	The lesson is smooth, sequential, and logical		

19	The teacher shows an interest in, enthusiasm for subject being taught		
20	The teacher evaluates the teaching and learning process		
C. Post-Teaching			
21	The teacher concludes and summarizes the lesson with the students		
22	The teacher previews on the upcoming materials		
23	The teacher closes the teaching and learning process		
D. Methods			
24	There are balance and variety during the lesson		
25	The teacher moves around the class and makes eye contact with the students		
26	The teacher positively reinforces the students		
27	The teacher decreases students' tension and increases their confidence in the teaching learning process		
28	Examples and illustrations are used and presented effectively		
29	The teacher uses teaching media		
30	Drills are used and presented effectively		
31	The teacher corrects students' errors and mistakes		
32	The teacher uses the allocated time well		
33	The teacher uses English all the time		
E. Teacher's and Students' Interaction			
34	The teacher encourages and assures full participation in the classroom		
35	The students feel free to ask questions, to disagree, and to express their own ideas		
36	The students interact with others related to the materials given		
37	The students are attentive and involved		
38	The students are comfortable and relaxed		
39	The students are encouraged to do their best		
40	The teacher is aware of individual and group needs		

APPENDIX F INTERVIEW GUIDELINE

INTERVIEW GUIDELINE

1. In the reconnaissance process

a. Interview guidelines for the teacher

- 1) Menurut pendapat Anda, apakah siswa dan siswi di sekolah ini, khususnya kelas VIII A, menyukai pelajaran Bahasa Inggris?
- 2) Apakah mereka aktif dikelas untuk berbicara dalam Bahasa Inggris selama KBM berlangsung?
- 3) Bagaimana kemampuan berbicara siswa dalam Bahasa Inggris?
- 4) Apa kesulitan terbesar siswa dalam pembelajaran speaking?
- 5) Usaha apa yg dilakukan untuk meningkatkan kemampuan berbicara siswa serta pembelajaran speaking itu sendiri?

b. Interview guidelines for students

- 1) Menurut kamu bagaimana pelajaran bahasa inggris selama ini?
- 2) Ada kesulitan tidak saat belajar bahasa inggris selama di kelas?
- 3) Biasanya aktifitasnya apa saja saat belajar bahasa inggris bersama guru?
- 4) Kamu mau tiidak bias pintar berbicara dalam bahasa inggris?
- 5) Sering mendapatkan praktek bahasa inggris dalam bentuk speaking tidak selama pembelajaran bahasa inggris di kelas?
- 6) Menurut kamu belajar speaking itu mudah atau sulit?
- 7) Kesulitannya apa saja saat belajar speaking?
- 8) Menurut kamu belajar speaking yang menyenangkan itu seperti apa?

2. During the implementation of the actions during the research

A. Cycle I

1. Interview guidelines for the teacher

- a. Bagaimana penilaian Anda terhadap kemampuan berbicara siswa dan pembelajaran speaking siswa di cycle 1 ini?
- b. Apa saja kekurangan yang ada?
- c. Kemajuan apa yang dicapai dalam cycle 1?
- d. Apakah dengan melakukan kegiatan ini kepercayaan diri siswa meningkat?
- e. Apa saran Anda untuk cycle berikutnya?
- f. Apakah siswa menyukai kegiatan pembelajaran speaking menggunakan role play tehnik yang telah dilakukan?

2. Interview guidelines for the students

- a. Apa pendapat kamu mengenai kegiatan pembelajaran speaking di kelas VIII A selama ini?
- b. Apakah kamu menyukai kegiatan pembelajaran speaking menggunakan tehnik yg selama ini digunakan (role play)?
- c. Apakah kegiatan tersebut membantu kamu dalam meningkatkan kepercayaan diri kamu dalam berbicara Bahasa Inggris?
- d. Apa kesulitan terbesar kamu dalam bicara menggunakan Bahasa Inggris?
- e. Apa usaha kamu dalam menghadapi kesulitan tersebut?

B. Cycle 2

1. Interview guidelines for the teacher



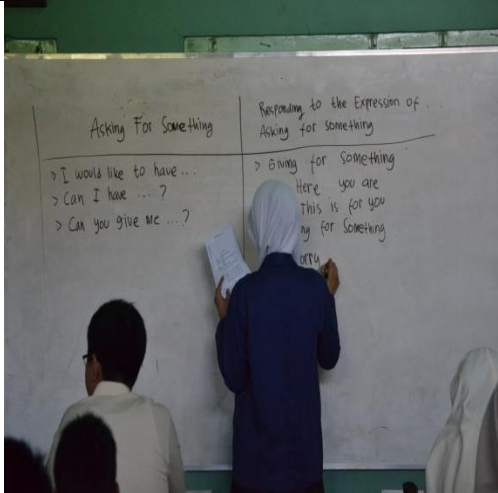
- a. Bagaimana penilaian Anda terhadap kemampuan berbicara siswa dan pembelajaran speaking siswa di cycle 2 ini?
- b. Apa saja kekurangan yang ada?
- c. Kemajuan apa yang dicapai dalam cycle 2?
- d. Apakah dengan melakukan kegiatan ini interaksi antar siswa meningkat?
- e. Apa saran Anda untuk kegiatan semacam ini?
- f. Apakah siswa menyukai kegiatan ini?


2. Interview guidelines for the students



- a. Apa pendapat kamu mengenai kegiatan pembelajaran speaking di kelas VIII A selama ini?
- b. Apakah kamu menyukai kegiatan pembelajaran speaking menggunakan tehnik yg selama ini digunakan (role play)?
- c. Apakah kegiatan pembelajaran menggunakan tehnik role play membantu kamu dalam meningkatkan kepercayaan diri kamu dalam berbicara Bahasa Inggris?
- d. Kemajuan apa yang kamu rasakan dalam pembelajaran speaking dengan menggunakan kegiatan ini?
- e. Kesan apa yang kamu dapat dari kegiatan role play ini?

APPENDIX G

PHOTOGRAPHS

	<p>The students work in groups</p>
	<p>The researcher monitors the students</p>
	<p>The researcher explains the materials</p>

	<p>The students asks about the rules of role play</p>
	<p>The researcher shows the pictures to the students</p>
	<p>The students are very enthusiastic in learning speaking.</p>

	<p>The students perform role plays in front of the class.</p>
	<p>The researcher discuss with the teacher about the improvement after meeting.</p>

APPENDIX H

PERMIT LETTERS